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ABSTRACT

The major goal of a project was to increase the effectiveness of vocational education funds by determining what policies could be effected to improve the quality and increase the quantity of vocational education. Five meetings were held with representatives from five States for the purpose of developing and reaching a consensus on those policies and the principles that serve as the basis for policy. A consensus report was prepared as a result of the five meetings and disseminated throughout the United States in a series of workshops that were held in each of the 10 U.S. Office of Education regions. Approximately 450 people were involved in the dissemination meetings which ranged in size from 20 to 185 people. The four appendixes constitute the major portion of this document: (1) Materials related to the project, (2) materials contained in pre-workshop packets, (3) an interim evaluative report, and (4) the consensus report (which is also available as a separate document). (HD)

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REPORT
ON
POLICY-MAKING
FOR
VOCATIONAL EDUCATION.

Policy-Making Strategies for Vocational Education
19-30049-1505-5-163 (4-627680-20660)
An EPDA Project

Division of Vocational Education
University of California
June, 1976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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United States Office of Education
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and

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by the

Division of Vocational Education
University of California

1975

FOREWORD

The major goal of this project was to increase the effectiveness of vocational education funds by determining what policies could be effected to improve the quality and increase the quantity of vocational education. Five meetings were held with representatives from five states for the purpose of developing and reaching a consensus on those policies and the principles that serve as the basis for policy. A consensus report was prepared as a result of the five meetings and disseminated throughout the United States in a series of workshops that were held in each of the ten U.S.O.E. regions. Approximately 450 people were involved in the dissemination meetings which ranged in size from 20 to 185 people.

The project was extremely fortunate in obtaining the staff that were selected to carry the project to completion. First, J. Lyman Goldsmith, longtime administrator of vocational education in the Los Angeles Public Schools, who had retired, was enticed to join the project as its principal manager. Goldsmith was well known throughout the nation for his work in vocational education, and was thoroughly committed to the importance of the project and its potential ultimate effect upon the vocational education programs around the country. Second, Paul Bott, a graduate EPDA student in the doctoral program in vocational education at UCLA, was selected to assist Goldsmith. Bott had captured the spirit and significance of the project and had developed an outstanding background of vocational education within the total scheme of education. To say that both Goldsmith and Bott worked "like beavers", and beyond the call of duty, would be certainly an understatement of their devotion and concern for the proper development of policy for vocational education.

Nancy Goff, Administrative Assistant, and Judy

Madson, Secretary, handled fiscal and secretarial details. Clarence Fielstra, University of California, Professor of Education, evaluated all project activities and outputs. The Division of Vocational Education, University of California, planned and conducted the project and the conferences and workshops that were part of the project.

Melvin L. Barlow, Director
Division of Vocational Education
University of California

Los Angeles
June, 1976

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BACKGROUND

During the early part of the vocational education movement--the period primarily before the passage of the Smith-Huges Act--the founders of the vocational education program spent an inordinate amount of time trying to decide precisely the nature of the program that they were inventing. They were concerned in great depth about principles of vocational education which would serve as a basis for vocational education policy.

Few educational enterprises have had as much depth of consideration as did vocational education in ironing out the who, what, when, where, and why, so that its directions would be clear and lead to positive contributions to society.

In the main, vocational education developed out of the "social efficiency" philosophy of the early 20th century. The leading proponent of this philosophy was David Snedden of Columbia University. Although many people opposed the philosophy because of its alleged "brutal efficiency," these points of view in relation to vocational education gained a huge response. From this basic philosophic point of view, Charles A. Prosser and others developed principles that were to serve as the foundation of the vocational education program.

For many years after the vocational education program actually got underway in 1917, the people teaching, coordinating, supervising, and administering vocational education spent a great deal of time developing and learning about what vocational education was supposed to be, about the basic philosophical issues, and about the principles of vocational education.

Three generations of vocational educators have come and gone since vocational education became a national reality, and the extent to which the foundation mores of vocational education have been transmitted has declined.

This has caused a number of people in vocational education to give thought to the problem of basic policy for vocational education. Occasionally, authors have cited the lack of attention to policy as a deficiency of the present status of vocational education. The main problem seemed to lie in the fact that the present generation of vocational educators, and those on the horizon, have not been getting a thorough background in the foundations of vocational education. This apparent fact, coupled with the growth of the program, and the increasing interest of a large number of groups of people, gave credence to the point of view that a major study of foundations of vocational education would be in order.

In effect, what was needed was major concern, primarily at the state level, for a restudy of the principles of vocational education with a view toward developing policy that would place those principles into operation. The study of the principles and basic policy issues would generate a "common cause" among vocational educators across the nation.

A project to secure these goals was prepared and accepted by the U.S. Office of Education in 1974. Basically, what the project intended to achieve was the development of a "Renaissance" in the states concerning policy for vocational education.

An advisory committee (see pages 23-24, Appendix D) was appointed to study the project and to make recommendations to the staff about directions to follow. This was not an easy task and a number of options were open upon which the staff desired the advice of the committee.

One of the obvious options which was discarded was to secure the services of a small staff of knowledgeable persons who would simply write a treatise on policy making. This idea was discarded because the project administrative staff was strongly of the opinion that the topic of policy making should have input from a larger group of persons

involved in vocational education and related areas. The advisory committee concurred with this point of view and after considerable deliberation the decision was reached that the project would select five states (reasonably representative of the cross section of vocational education) and select six persons from each of those states who were in a position to affect state policy in vocational education. These 30 people would meet in a number of meetings and consider the kinds of policy that they believed should be developed in relation to achieving this renaissance. The advisory committee recognized there were a number of topics around which the development of policy was appropriate, but recommended to the staff that only five of these areas be selected for study. It was the opinion of the advisory committee that if these five areas were studied thoroughly, the results of the study would be such that the various states could readily adapt a pattern for developing their own policy statements. The project was not intended to produce a pattern for the states to adopt, but was designed to show the states the composite suggestions developed when 30 policy makers from around the nation worked on the problem together.

The advisory group for the project suggested that the representative states of Washington, California, Texas, Georgia, and Ohio be selected to participate in the project. The state directors of vocational education from each of those states were contacted regarding the project and the selection of the participants from the states. The purposes of the project were explained to the state directors and their nominations of personnel from the secondary, post-secondary, and adult levels of vocational education were solicited. After personnel had been nominated for participation in the project, the staff contacted each of them and explained the project purposes and the tentative schedule of meetings. A list of project participants may be

found on pages 20-22, Appendix D. High degrees of enthusiasm were exhibited by the state directors and the project participants regarding the project and its purposes.

An ultimate goal of the project was to increase the effectiveness of vocational education funds by determining from the workshop participants, all high level decision-makers, what policies could be effected to improve the quality and increase the quantity of vocational education. To attain that goal, nine key elements related to decision-making modification and the major operational areas of vocational education were emphasized during the project:

1. Development of optimum policies for the implementation of vocational education programs that could be replicated in other states;
2. Attainment of a consensus among educational decision-makers concerning rational vocational education goals for a state;
3. Establishment of methods and techniques for overcoming obstacles impeding the development of statewide implementation plans for vocational education;
4. Development of realistic strategies that could be used in changing attitudes among educational decision-makers about the necessity of implementing vocational education programs (see pages 28-29, Appendix C);
5. Establishment of general policies based upon sound social, philosophical, and economic principles;
6. Development of policies that would insure an efficient, effective, and comprehensive vocational education program in a state;
7. Development of policies that would insure competent and qualified personnel for the task of carrying out the vocational education

- enterprise;
8. Establishment of techniques and procedures necessary to obtain positive legislative, and hence, financial, efforts for vocational education; and
 9. Development of policies that would insure the establishment of appropriate quality control systems for vocational education.

PROJECT ACTIVITIES

The project participants from the five states attended workshops at airport hotel facilities in major cities of each of the five states (see Appendix A). At the two-day workshops, the participants restated principles of vocational education and developed policy statements that were based on principles of vocational education related to the categories identified by the national advisory committee. Resource people at each of the workshops provided background material and insight on the topic of the meeting. A list of resource people is included on pages 25-26 of Appendix D.

Approximately two weeks prior to each of the two-day workshops, a packet of materials was sent to each participant. The packet contained an introductory letter which detailed the arrangements that had been made for the pending meeting and summarized the events of the previous meeting. Also included in each of the packets was a brief summary of some of the principles of vocational education, an opinion paper on current issues in vocational education, and a selected bibliography of materials pertinent to principles and policies of vocational education. After the first meeting, the packet also contained rating sheets for the principles that had been restated and the policies that had been developed at the previous meeting, a compilation of policies presently in effect in some states for each of the

areas under discussion, and transcripts of the resource peoples' presentations if available. The materials that were included in the pre-workshop packets are found in Appendix B.

A typical workshop began on Tuesday (9 AM to 9 PM) with a presentation by a resource person. The group of participants then divided into several smaller work groups. A portion of the topic at hand was discussed with the purposes of (1) identifying policies that were needed in that area, and (2) identifying or updating and restating the principles upon which that policy was based.

Presentations by resource people were interspersed with small group sessions, and most meal functions (all lunches and dinners were planned) included a presentation by a resource person. The first day of each workshop concluded with each small group reporting what they had developed to the total group.

The second day of each workshop (9 AM to 4 PM) usually began with either a presentation by another resource person or a total group work session devoted to the topic. Total group sessions were devoted to identifying items or topics that had been overlooked in small group sessions and agreeing upon wording of statements. The total group then broke to small work sessions again. Each two-day workshop concluded with: (1) a report of small groups to the total group, (2) a review of the statements that had been developed, and (3) an evaluation by the participants of the entire two-day session. An interim evaluative report of the project activities is included in Appendix C.

After each workshop, the project staff reviewed and edited the statements that were developed and returned them to the participants for rating. (see Appendix B for Rating Sheets) The participants then rated each statement on a scale that included "Strongly Reject," "Reject," "Accept," and "Strongly Accept." Numerical values were assigned to

the responses (SR= -2, R= -1, A= +1, SA= +2) and the total rating of an item was averaged to obtain an overall rating. Any item that averaged over +1.25, which indicated above-average acceptance, was filed, while items falling below +1.24 were again revised or edited by the staff in an attempt to improve the items' rating while keeping the original concept intact.

All participants had the opportunity to review and rate each policy statement or principle at least twice prior to the conclusion of the five workshops in July. After the fifth workshop, all statements were reviewed and edited by the staff and resubmitted by mail to the participants for a final rating. The final rating sheets contained space for revisions or additions to the statements.

Once all final rating sheets had been returned to staff, the statement changes and revisions that had been recommended were included by category in a booklet that was used by the wrap-up committee which met in Denver in August, 1975. The wrap-up committee met from 9 AM to 9 PM on the first day, and 9 AM to 4 PM on the second day for the purposes of reviewing, revising, and rewording all statements, eliminating duplication, and insuring that all concepts discussed in the five workshops were included in the final version. The wrap-up committee reduced the number of policy statements from 123 to 66, and the number of principles from 42 to 20 by eliminating duplicate statements and combining several others.

Following the wrap-up meeting of project participants in Denver, a meeting of the project advisory committee was conducted to brief the members on what had been accomplished to date during the project and to solicit their advice on what should be done with the materials that had been generated during the meetings. During this second advisory committee meeting, the members expressed the concern that the restated principles and general policies not be allowed

to "die on the vine". It was suggested that once the materials that had been developed were in a form that was ready for dissemination, meetings of those people who affect policy in the states be held in each of the ten regions of the United States Office of Education. A six-month extension of the project was requested and granted for this purpose, extending the project to June 30, 1976.

In October of 1975, the project staff met with personnel in the U.S. Office of Education and reported on the project findings. The project staff also solicited the advice and counsel of the U.S.O.E. staff on the form of the project report and the conduct of the ten regional dissemination meetings.

PROJECT REPORT

The materials that were developed by the project participants in the five project meetings and the Denver wrap-up meeting were printed in November of 1975 in the form of a booklet of suggestions for developing and implementing policies for vocational education in the states. That report is included as Appendix D.

Initial distribution of the report was limited to the project participants, project resource people, and members of the project advisory committee. The project participants indicated that the introductory paragraphs and the statements reflected the concepts that they intended. The dissemination meetings mentioned in the next section of the report and an insert in the American Vocational Journal have resulted in requests for and distribution of over 5,000 copies of the project interim report "Policy-Making for Vocational Education".

REPORT DISSEMINATION

On November 7, 1975, Dr. William F. Pierce, Deputy

Commissioner for Occupational and Adult Education, addressed a memorandum to the U.S.O.E. Regional Commissioners establishing the cooperation of the U.S. Office of Education in disseminating the project suggestions to the ten U.S.O.E. Regions. Pierce pointed out in the memorandum that the one-day training sessions were not officially sponsored activities, but that they would "prove helpful in addressing an educational need of great importance". This memorandum is included in Appendix A.

Beginning in December of 1975 the ten U.S.O.E. Regional Offices were contacted by mail and telephone for the purpose of negotiating dates and places for the dissemination meetings and the lists of persons to be invited to attend the meetings (see Appendix A). The Assistant Regional Commissioners for Occupational and Adult Education were asked to nominate the invitees. Project staff, acting on the suggestion of the project advisory committee, indicated to the U.S.O.E. staff that at a minimum, state directors of vocational education, executive directors of state advisory councils on vocational education, presidents or representatives of state boards of education and community college trustees, and the decision-makers responsible for vocational education at the secondary, adult, and postsecondary level were desirable invitees from each state in each region. The U.S.O.E. Assistant Regional Commissioners and their staff members were very helpful. Two regions elected to nominate and invite the meeting participants without project staff assistance. The other eight regions submitted lists of nominees to the project staff, who then invited the participants to the meetings (see Appendix A). Approximately 450 people from the ten U.S.O.E. Regions were involved in the dissemination meetings. Individually these people gave uniformly good to excellent ratings to the dissemination meetings. A sample rating sheet is included in Appendix A.

Approximately two weeks prior to each meeting, a letter explaining the purpose of the one-day training session and a copy of the project report for advance study was sent to each of the nominees who had accepted the invitation to attend the meeting. A list of the dissemination meetings, including dates, locations, and resource people is included in Appendix A along with a sample agenda from one of the meetings.

The morning sessions of the dissemination meetings were spent reviewing the project activities with the representatives from the various states and territories. The suggestions from the project report were discussed with the group as a whole, and their reactions to the material were solicited and the feasibility of creating similar material in their states was discussed. After lunch, a resource person usually spoke to the group about the importance of having sound policy for vocational education at the state level. The meeting participants were then broken into small groups for work sessions. The first small group sessions were mixed, that is, in any one small group, there were representatives from all of the states in the region. The second small group session was devoted to discussion by individual state representatives. Before breaking into small groups, the participants were given three worksheets with questions that were to be used to stimulate and guide the discussions. The questions, or charges, that were given to the first small group session were as follows:

1. List strategies that may be used to involve state-level decision-makers in the review, examination, development and implementation of state policies for vocational education.
2. List methods of disseminating statements of principles and policies for vocational education (such as the project "Suggestions") to state, county, and local vocational education staff groups and other interested agencies, groups and individuals.

The second small group session, the state caucus, was asked to:

3. List by title or position the state-level decision-makers who are normally involved in the development and adoption of state policies for vocational education.
4. List by title or position those persons who are normally not included in the development and adoption of state policies for vocational education, but whom you feel should be involved.

The charges given to the small groups provided some very spirited discussion, both in the mixed groups and in the state caucuses. In the mixed state groups, the participants had the opportunity to share their unique methods and techniques with the participants from the other states. In several instances the meeting participants indicated that they had never had the opportunity to meet their counterparts in the neighboring states prior to the dissemination meeting. In the second small meeting, the state caucus, the participants had the opportunity to discuss the policy-making process in their own states, a discussion that had often not taken place previously. At the close of the day, each small group and each state group reported to the entire group what had been discussed and reported their responses to the several charges. A composite total of the responses to the four charges is found below. Each charge is restated, and the compiled remarks from the regional dissemination meetings follow. Items that were duplicated from one regional meeting to the next have been listed only once. The items have no order of priority.

Charge 1: *List strategies that may be used to involve state-level decision-makers in the review, examination, development and implementation of state policies for vocational education.*

...Establish a regional organization of state directors to work on policy making.

...Conduct meetings of key state legislators.

- ...Conduct state training sessions for all levels of decision-makers.
- ...Designate one person to assume leadership responsibility for initiating policy statement and review.
- ...Use representatives of the various groups concerned with policy to review existing policy and proposed policy.
- ...Inform and involve decision-makers through wide distribution of advisory council reports.
- ...Organize a program to "educate" members of the state legislature.
- ...Initiate a planned public relations program at all levels of the educational system.
- ...Invite all interested groups and organizations to submit ideas and criticisms in writing when policy is planned or made.
- ...Establish a written plan (including objectives, procedures, and timeline) at the state level for producing updated policy.
- ...Show decision-makers successful and exceptional programs and practices which illustrate the basis or need for policy statements.
- ...Implement a leadership development program that is designed to provide personal and professional skills and integrity.
- ...Involve and seek the support of educational service organizations such as PTA, NEA, and AVA, that influence decision-makers.

Numerous methods and techniques for implementing the above strategies were proffered by the dissemination meeting participants. Nearly all of the suggestions emphasized that although policy is made at the top of the structure, it must be made with the cooperation and assistance (and sometimes the initiation) of all people and organizations that are affected by it. Most suggestions included the development of draft policy by a state-level office, circulation of and reaction to the proposed policy document, committee meetings, seminars, public hearings, judicial and legislative review, rewriting of draft policy, final review, and

adoption by the appropriate authority.

Charge 2: *List methods of disseminating statements of principles and policies for vocational education [such as the Policy-Making Project "Suggestions"] to state, county, and local vocational education staff groups and other interested agencies, groups and individuals.*

- ...Distribute statements to such groups as advisory councils, joint committees, and state boards, and schedule as a discussion topic.
- ...Use the "suggestions" in the project report as a "prod" or a thought provoking checklist within the established state framework for the development and adoption of policy.
- ...Disseminate statements through newsletters or other state publications.
- ...Make all policy statements available to teacher educators as resource documents.
- ...Conduct inservice workshops on state and local policy.
- ...Publish policies in administrators' handbooks.
- ...Establish a policy bulletin which would be sent to all administrators and others in vocational education.
- ...Periodically publish and circulate the current policies and operational directives.
- ...Conduct policy communication sessions between bureaus, departments, and agencies concerned with the various aspects of vocational education.
- ...Distribute and discuss policies at the various association meetings.
- ...Have advisory council, state staff, and other involved groups jointly review the Policy-Making Project suggestions for agreement, disagreement, addition, deletion, or alteration, and recommend the result for adoption by the state. The recommendations should then be broadly disseminated for input from others involved in vocational education. All results should be synthesized by a state committee and published as adopted policies which would be periodically reviewed, analyzed, and up-dated as necessary.

The above recommendations for the dissemination of

principles and policies for vocational education were made in nearly every dissemination meeting. The point was repeatedly made that the project report could be used as a checklist for review and update by all of the various agencies and institutions conducting programs of vocational education. It was emphasized that policy should receive the widest dissemination possible, as those who are affected by policy should have the opportunity to review and understand it.

Charge 3: *List by title or position the state-level decision-makers who are normally involved in the development and adoption of state policies for vocational education.*

- ...State legislature and legislative staff.
- ...State Department of Education staff.
- ...State vocational association.
- ...Local Directors of Vocational Education.
- ...Postsecondary agency.
- ...State Governor's staff.
- ...Chief State School Officer.
- ...State Director of Vocational Education.
- ...State Board of Education.
- ...State Apprenticeship Council.
- ...State budget staff.
- ...Various coordinating boards and councils.
- ...Department of Human Resources, also variously known as: state manpower services council or agency, employment security commission, and vocational rehabilitation board.
- ...State Advisory Council on Vocational Education.
- ...Local superintendents groups.
- ...Teacher organizations.
- ...Industry, labor, and education groups.
- ...Various professional organizations.

The dissemination meeting participants emphasized that the above individuals or groups often exerted an

influence on the policy, but were not always actually involved in its actual development.

Charge 4: *List by title or position those persons who are normally not included in the development and adoption of state policies for vocational education, but whom you feel should be involved.*

- ...State staff from all levels.
- ...CETA prime sponsors.
- ...State vocational association.
- ...Vocational rehabilitation personnel.
- ...Employment security personnel.
- ...School Administrator (Principals-Superintendents) organizations.
- ...State guidance associations.
- ...State advisory committees by service area.
- ...Statewide parents organizations.
- ...Business and industry representatives (employer groups).
- ...Manpower agencies.
- ...Unions and apprenticeship groups.
- ...Students.
- ...Special interest groups.
- ...Licensing agencies.
- ...State correctional personnel.
- ...Bureau of Labor Statistics.
- ...Legislative/fiscal analysts.
- ...State economic groups.
- ...Chambers of commerce.
- ...Local school board associations.

Many of the suggestions for those who should be involved were repeats of those who are involved, indicating that there is wide disparity in practice among the states. The comment was made several times that "influence" is often confused with "involve". Although many individuals or groups exert an influence on policy, relatively few are actually involved in its development and adoption. It

appears that in practice, involvement means the giving of advice to the developing agency. That advice may or may not be considered in the development and adoption of policy.

RECOMMENDATIONS

As a result of the U.S.O.E. Regional meetings, the project staff has recognized that greater emphasis than was anticipated was placed by the dissemination meeting participants on the follow-up of state actions resultant to project findings or suggestions. Project participants and resource people, along with the project advisory committee members, had all stressed the need to follow-up on "what happens as a result of the project". The project staff was continually admonished "not to let the project report of suggestions die on shelves or in files".

The project proposal, as approved and funded, carried the statement "The final evaluation will be determined after completion of the project in relation to the number of states that have been affected by the project and encouraged to develop positive policy commitments in relation to renewed implementation plans". The time lag between the contacts with the state-level decision-makers at the regional dissemination meetings and state actions resultant to the project report has not allowed for a follow-up study. A number of state participants have indicated they have already initiated action that will result in the review and up-date of their state policies for vocational education. The majority of state participants involved in the dissemination meetings have indicated that they would not be able to implement their plans of action until the new school year begins in September of 1976. The true measure of the success of the Policy-Making for Vocational Education Project can only be made through a follow-up study of resulting state action.

IT IS RECOMMENDED that a study be made of the state activities in the review, development and up-date of state policies for vocational education as directly related to the use of the Policy-Making for Vocational Education Report as a model, a resource, or a checklist.

IT IS RECOMMENDED that a study be made of the impact that the Policy-Making for Vocational Education Project through its activities has made on the professional posture of state-level vocational educators.

One of the major goals of this project was to increase the impact of federal funding for vocational education. The original project participants--through the development of the project report, and the dissemination meeting participants--through the sharing of that report and interaction with their colleagues from other states, were given the vehicle for and practice in thinking proactively, rather than reactively.

Rather than developing policy for vocational education as a reaction to legislation, the people involved in the project activities have indicated that they realize that policy for vocational education must be developed on the basis of sound principles of vocational education rather than on legislative necessity.

A

APPENDIX

Materials Related to the Project

APPENDIX A

PROJECT MEETINGS

March 11 and 12, 1975 - Principles and Policies

SeaTac Motor Inn, Seattle, Washington

April 8 and 9, 1975 - Program Development

Airport Marina Hotel, Los Angeles, California

May 13 and 14, 1975 - Personnel Development

Airport Marina Hotel, Dallas, Texas

June 10 and 11, 1975 - Finance and Legislation

Sheraton Hopkins Hotel, Cleveland, Ohio

July 8 and 9, 1975 - Evaluation-Quality Control

Airport Holiday Inn, Atlanta, Georgia

August 20, 21 and 22, 1975 - Wrap-up Meeting and Advisory Committee Meeting

Airport Holiday Inn, Denver, Colorado

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : USOE Regional Commissioners

DATE: November 7, 1975

FROM : Deputy Commissioner for Occupational and Adult Education

SUBJECT: Regional Training Sessions on Policy-Making Strategies for Vocational Education

The purpose of this memorandum is to encourage the involvement of appropriate members of your staff in a series of one-day training sessions (one in each region) devoted to a strategy for improved State-level policy making for vocational education. Their assistance in planning the session in that region is earnestly requested.

The training sessions make up the third phase of one of the Vocational Education Personnel Development national projects funded under Section 553, Part F, EPDA. The grant was issued by the USOE Region IX Office to the California Board for Vocational Education, and the project is directed by Melvin Barlow and J. Lyman Goldsmith under auspices of the University of California, Los Angeles. The regional project officer is John Buntin. An abstract of the project is attached.

It is my understanding that project directors Barlow and Goldsmith would like a team of ten persons from each of the States in your region to participate in the session. The team should include such individuals as the Chief State School Officer, the State Director of Vocational Education, representatives from State advisory councils, and other decision-makers from secondary, postsecondary and adult education levels as well as from teacher education institutions. Your cooperation is particularly requested in encouraging States to identify appropriate participants.

The UCLA project staff expects this to be an action-oriented, all-day session focused on the principles, policies and state-ments developed by the project and their application in reviewing, updating, extending or modifying State policies relative to vocational education. The project staff will contact you directly and expect to complete the training sessions in all ten regions before March 15, 1976.

This is not an Office of Education sponsored activity, but it does appear that the training sessions will prove helpful in addressing an educational need of great importance. If you have questions concerning this activity, please call Dr. Duane M. Nielsen, Chief of Vocational Education Personnel Development on my staff (202) 245-9793.

William F. Pierce

Attachment

RETYPE FROM ORIGINAL

POLICY-MAKING STRATEGIES FOR VOCATIONAL EDUCATION

"Policy-Making Strategies for Vocational Education" is the name of a national project funded under the Education Professions Development Act through the California State Department of Education. The project is managed by the Division of Vocational Education, University of California, Los Angeles.

In each of five States (Washington, California, Texas, Ohio and Georgia) about five persons were selected (a total group of 25) who did not all work directly in vocational education but who were in positions where they could influence vocational education at the State level. The 25 persons met five times (Seattle, Los Angeles, Dallas, Cleveland and Atlanta) and discussed the development of policy for vocational education from five standpoints: 1) Principles of Vocational Education; 2) Program Development; 3) Personnel Development and Evaluation; 4) Finance and Legislation and 5) Quality Control and Quality Assurance. The study resulted in the development of optimum policy statements, realistic for today and for the immediate future of vocational education. It was the consensus of the group that those States that have not yet developed appropriate policy statements for vocational education can profitably use the five State study as a guide to develop policy, or as a check on existing policy.

A National Advisory Committee for the project met in December, 1974 and provided input before the project became operational. The five meetings began in March of 1975 in Seattle and ended in Atlanta in July. A summary meeting was held in August for representatives of each of the five groups. A meeting with representatives of the U.S. Office of Education was held in September. The final project report is to be completed on or about December 1, 1975.

It is now planned that additional conferences will be held (one in each of the ten regions of the U.S. Office of Education) for the purpose of discussing the results of the five State project with top policy makers in each of the States and encouraging implementation of its policy statements.

The major issue of concern is the fact that vocational education is growing rapidly under Federal support, and policy at the State level has not been adjusted to new, expanded national goals for vocational education.

RETYPE FROM ORIGINAL

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SANTA BARBARA • SANTA CRUZ

DIVISION OF VOCATIONAL EDUCATION
EPDA RESEARCH PROJECT
POLICY MAKING STRATEGIES FOR
VOCATIONAL EDUCATION
1003 WILSHIRE BOULEVARD
SANTA MONICA, CALIFORNIA 90401

December 3, 1975

Dr. William T. Logan, Jr.
Regional Commissioner, USOE
Office of Education/DHEW
John F. Kennedy Federal Bldg.
Boston, MA 02203

Dear Dr. Logan:

You recently received a memo from Deputy Commissioner for Occupational and Adult Education William F. Pierce encouraging you to cooperate with our project staff in a one day training session on POLICY MAKING FOR VOCATIONAL EDUCATION. This session will be informative and "helpful in addressing an educational need of great importance".

This letter invites you to join with us in the planning and implementation of a meeting in Region I.

First, some background about our planning to date. Our project staff is currently scheduling the ten meetings. The meetings will be held in Boston, New York, Philadelphia, Atlanta, Chicago, Dallas, Kansas City (Missouri), Denver, San Francisco, and Seattle unless the Regional Commissioner designates another location for the meeting in his region. These one day training sessions, whenever possible, will be held in conjunction with the regular regional staff meetings called and sponsored by the Regional Commissioners. The U.S. Office of Education has approved this dissemination phase of our project.

It is planned that the team of session participants will be made up of such individuals as the Chief State School Officers, State Directors of Vocational Education, representatives of State Boards of Education, State Advisory Councils on Vocational Education, and state planners and decision-makers from secondary, postsecondary, and adult levels, and when appropriate, teacher educators. It is anticipated that a team of from eight to ten persons would be involved from each of the States in each region.

Each meeting will be presented on the same format. Coffee and get-together will be scheduled from 9:30 am to 10:00 am. The morning session will be carried by staff to report on the project and summarize the

December 3, 1975

recommendations from 10:00 am to 11:30 am. A luncheon will be served at 11:45 am followed by a presentation on Vocational Education Today by a recognized leader in vocational education. The afternoon session will feature small group discussions where the State-level participants can discuss the use and implementation of the project recommendations. This session is scheduled for adjournment by 4:00 pm. A copy of the project report will be given to each person attending the meeting. I am enclosing a copy of this report with this letter. You will find additional information about the project and its activities in Mel Barlow's Foreword of this report.

Staff has particular interest in the dissemination phase of the project related to the fact that while many States have adequate policies for vocational education, other States do not. The project recommendations (or 'suggestions') can be used by all planners and decision-makers to review policy statements for vocational education, and update, modify and extend these statements.

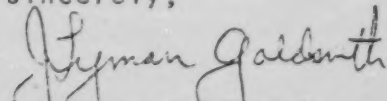
We hope to be able to complete the ten regional training sessions by March 15, 1976. We have a tentative date of January 5, 1976 for a 'walk-thru' session with U.S.O.E. staff in Washington, D.C. The scheduling of a session in your region depends entirely upon you and your staff in terms of where this session can be best accommodated in relation to the calendar.

Counting on your personal and professional cooperation, will you help the project staff 'customize' your regional training session by offering comments and information in answer to the questions listed on the enclosed page.

If personal contact is necessary, Paul Bott, Judy Madson, or myself may be telephoned - (213) 825-5558.

The information you furnish and the comments you make will help expedite the arrangements for your regional meeting. This is not 'just another meeting'. This action-oriented session should have an important and positive impact on the vocational education scene.

Sincerely,



J. Lyman Goldsmith
Project Director

JLG:jam

cc: Mel Barlow

Enclosures: 4

P.S. Please return the requested information before the postal rate increase!

INFORMATION . . . REGIONAL TRAINING SESSION

POLICY MAKING FOR VOCATIONAL EDUCATION REGIONAL TRAINING SESSION

ON WHAT DATE OR DATES CAN THIS REGIONAL SESSION BE SCHEDULED?

(give more than one date, if possible)

almost any day in February and up to March 5, except for Feb. 13 - and - Feb 17

WOULD THIS DATE OR THESE DATES BE IN CONJUNCTION WITH ONE OF YOUR REGULAR REGIONAL STAFF MEETINGS?

(preceding, following.....)

No. - Regional Staff Development conference scheduled July - 12-16

WILL YOU SEND US THE LISTS OF THE SESSION PARTICIPANTS?

(suggested participants are listed in paragraph four, your nominations are important)

yes - if you want us to do so.

DO YOU WANT THE PROJECT STAFF TO SEND OUT THE LETTER OF INVITATION TO THE SESSION PARTICIPANTS, OR WOULD YOUR OFFICE BE WILLING TO DO THIS?

We want to cooperate in any possible way - but would prefer that you handle invitations - follow-up, etc.

WHERE WOULD THIS SESSION BE HELD, IN WHAT FACILITY?

(your regular meeting place, an airport hotel.....)

a variety of hotels are available - possibly the Sheraton Holiday or Ramada Inns located near the airport would be best. must decide date before deciding hotel.

DOES THE EXPENSE OF TRANSPORTATION, HOTEL AND MEALS CREATE A PROBLEM IN TERMS OF PARTICIPANT ATTENDANCE?

(the project budget is limited.....the project will pay for the luncheon, meeting room and other session expenses)

a very serious problem for state people generally, however with the top level people you want - it would probably not be an insurmountable problem.

WILL YOU BE WILLING TO PRESIDE AT THIS SESSION?

We would prefer that you handle. We'd be glad to offer welcome, and encouragement to importance of meeting etc.

Please return in attached envelope to:

J. Lyman Goldsmith
Division of Vocational Educ.
Policy Making Strategies
1003 Wilshire Blvd.
Santa Monica, CA 90401

John W. Lacey
VSOE REGIONAL COMMISSIONER
Senior Program Officer Voc. Educ.
Region

Room 11037, Fed. Off. Bldg.
19th & Stout Streets, Denver

303 - 837-4295
Phone Number

your telephone does not answer today (1/5/76) Hope we can discuss this at your convenience.

John W. Lacey

30

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1003 WILSHIRE BOULEVARD
SANTA MONICA, CALIFORNIA 90401

December 17, 1975

The Policy Making for Vocational Education project staff invites your participation in a one day conference on Policy Making for Vocational Education. The conference will be held February 4, 1976 in Las Vegas, Nevada as a pre-session to the State Directors of Vocational Education meeting called by the Regional Commissioner, Region IX, U.S.O.E.

The purpose of the conference is to appraise key decision-makers from the various states in Region IX of the policies for vocational education that have been developed as part of a national Vocational Education Personnel Development project funded under Section 553, Part F, EPDA. The morning session of the conference will be carried by project staff to report on the project and to summarize the project findings. The conference will provide a luncheon, followed by a presentation on "Vocational Education Today" by a nationally recognized leader in vocational education. The afternoon session will be devoted to small group sessions where the conference participants can discuss the uses and implementation of the project findings.

The project findings are viewed as very important to the States, as they contain restated principles of vocational education and generalizable policies in the areas of program development, personnel, finance, and evaluation. The policies may in some instances be used to more accurately conform to legislation and in other cases to actually influence legislation.

Other conference participants will include Chief State School Officers, State Directors of Vocational Education, State Advisory Council for Vocational Education members, State Board of Education members, Local Directors of Vocational Education, and leaders in vocational teacher education from the various states of U.S.O.E. Region IX.

Would you let us know if you will be able to attend the Policy Making for Vocational Education conference to be held in Las Vegas on February 4, 1976? A stamped return envelope is enclosed for your reply. (Please respond before the postage rates increase on December 27.) Should budget restrictions preclude your attendance at this conference, we hope that you will indicate that in your response. We are looking forward to seeing you in Las Vegas for a very action-oriented conference.

Sincerely yours,

J. Lyman Goldsmith
Project Director

JLG:jam

Enc.

U.S.O.E. REGIONAL OFFICE DISSEMINATION MEETINGS

February 4, 1976 - Region IX (American Samoa, Arizona, California,
Guam, Hawaii, Nevada, Trust Territory
of the Pacific)

Marina Hotel, Las Vegas, Nevada

Resource Person - Franklin Walter

February 18, 1976 - Region VIII (Colorado, Montana, North Dakota,
South Dakota, Utah, Wyoming)

Albany Hotel, Denver, Colorado

Resource Person - Ernest Kramer

March 3, 1976 - Region III (D.C., Delaware, Maryland, Pennsylvania,
Virginia, West Virginia)

Sheraton Airport Inn, Philadelphia, Pennsylvania

No Resource Person

March 30, 1976 - Region X (Alaska, Idaho, Oregon, Washington)

Airport Hyatt House, Seattle, Washington

Resource Person - Arthur Lee

April 1, 1976 - Region II (New Jersey, New York, Puerto Rico,
Virgin Islands)

Merchants Club, New York City, New York

Resource Person - George Kosbab

April 6, 1976 - Region VII (Iowa, Kansas, Missouri, Nebraska)

Continental Hotel, Kansas City, Missouri

Resource Person - Duane R. Lund

April 13, 1976 - Region VI (Arkansas, Louisiana, New Mexico,
Oklahoma, Texas)

Royal Coach Inn, Dallas, Texas

Resource Person - Leonard Rosenberg, Sr.

April 16, 1976 - Region IV (Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South
Carolina, Tennessee)

Airport Holiday Inn, Atlanta, Georgia

Resource Person - Dean Griffin

April 20, 1976 - Region I (Connecticut, Maine, Massachusetts,
New Hampshire, Vermont, Rhode Island)

Cambridge Motor Hotel, Boston, Massachusetts

Resource Person - James L. Reid

May 25, 1976 - Region V (Illinois, Indiana, Michigan, Minnesota,
Ohio, Wisconsin)

Airport Ramada Inn, Milwaukee, Wisconsin

Joint meeting with Region V, USOE Conference "This We
Believe"

No Resource Person

Region _____

Date _____

POLICY-MAKING FOR VOCATIONAL EDUCATION

IN ALL INSTANCES, 1 = LOW; AND 10 = HIGH.

1. Rate the compatibility of the amount of material presented with the pace at which the workshop was conducted.

1 2 3 4 5 6 7 8 9 10

2. Rate the compatibility of the goals of the workshop with the sequence of activities.

1 2 3 4 5 6 7 8 9 10

3. Rate the congruence between what you expected to get out of the workshop and what you actually did get out of the workshop.

1 2 3 4 5 6 7 8 9 10

4. If the workshop was held again, how would you recommend it to others in policy or decision-making positions?

1 2 3 4 5 6 7 8 9 10

5. Rate the degree of helpfulness that involvement in the small group discussions provided in gaining an understanding of the implementation of the project findings and other policies.

1 2 3 4 5 6 7 8 9 10

6. Rate the degree of anticipated usefulness in your state of the information that you have received at the workshop.

1 2 3 4 5 6 7 8 9 10

7. What is the degree of influence that this workshop has had on your commitment to review and update vocational education policy in your state.

1 2 3 4 5 6 7 8 9 10

8. Please indicate how you plan to implement the project findings (or other policies) in your state.

____ Statewide ____ Local ____ Staff
Conference Meetings Meetings
Other (please specify) _____

Please use the space below for any additional comments or suggestions you may have regarding this workshop.

POLICY-MAKING FOR VOCATIONAL EDUCATION

U.S.O.E. REGION VII

Continental Hotel, Kansas City

April 6, 1976

9:30 - 10:00	Coffee and Get Acquainted - Copley Room (8th Floor)
10:00 - 10:15	Greetings from Region VII - Copley Room
10:15 - 11:45	Project Background and Report - Staff
11:45 - 12:00	Break
12:00 - 12:45	Luncheon - Copley Room
12:45 - 1:15	Luncheon Speaker -

Dr. Duane Lund
Chairman
National Advisory Council on
Vocational Education

1:20 - 2:30	Small Group Discussions - Copley Room
2:30 - 2:40	Coffee
2:40 - 3:50	Small Group Discussions - Copley Room
3:50 - 4:00	Small Group Reports and Windup - Copley Room

PROJECT STAFF

Melvin L. Barlow
Paul A. Bott
Nancy Goff
J. Lyman Goldsmith

1003 Wilshire Blvd.
Santa Monica, CA 90401

(213) 825-5558

APPENDIX B

Materials Contained in Pre-Workshop Packets

APPENDIX

B

Principles and Policies



DIVISION OF VOCATIONAL EDUCATION
EPDA RESEARCH PROJECT
POLICY MAKING STRATEGIES FOR
VOCATIONAL EDUCATION
1003 WILSHIRE BOULEVARD
SANTA MONICA, CALIFORNIA 90401

Dear PMS Participant,

Approximately two weeks prior to each conference we will be sending you a packet containing:

.....a summary of the previous conference, and
.....background materials for the next conference.

This packet contains a brief summary of some of the principles of vocational education, an opinion paper on current issues in vocational education, and a selected bibliography of materials pertinent to principles and policies of vocational education. Although the bibliography materials have been generated from the literature covering the last ten years, this list is not meant to be exhaustive but rather to present the pertinent items on various aspects of the topic. The names of the authors of some of the ERIC Documents were not available, so only the title, the date, and the ED number are included in the bibliography.

The ERIC Documents (ED numbers) listed are available on microfiche or in paper copy from the ERIC Document Reproduction Service, P. O. Drawer 0, Bethesda, Maryland 20014. Most college or university libraries contain ERIC Document collections on microfiche.

This bibliography contains journal articles and ERIC Documents that emphasize principles or philosophies of vocational education and policies that have been generated in light of those principles. Succeeding bibliographies will contain items pertinent to the topics of program and personnel development, finance and legislation for vocational education, and accountability. Whenever we come across articles or documents that are particularly significant, we will attempt to reproduce them for your use.

The PMS Staff

Policy-Making Strategies For Vocational Education



Principles and Policies

Principles of Vocational Education for Consideration by Seminar Participants

Introduction

The principles of vocational education arise directly from the cultural needs of people in a growing technological society. During the last quarter of the nineteenth century an educational program known as manual training spread rapidly into the secondary schools of the United States. Leaders of the manual training movement sought desperately to establish manual training on the basis of its educational and intellectual values. Educators continually debated the nature of these values, and in spite of bitter opposition the manual training movement gained strength and improved its educational acceptability.

Little attention was paid to the vocational values of manual training until the waning years of the 1880's. Some of the leaders of the movement dared to call attention to the large number of students who used their manual training background to satisfy vocational objectives. A few of these leaders desired to take some positive action and to alter the content and purposes of manual training so that students would have a better opportunity to enter the world of work in American industry. A number of educational experiments in this direction were conducted. The success and advantages of these experiments far outweighed the deficiencies. American industry needed such training and openly encouraged educational institutions to provide it. Corporation schools had developed because no other educational avenues were available. Studies by individual states substantiated the need of industrial training for vocational purposes.

Inspired by the trend of the times, a small group of manual training leaders, industrialists, and others formed a society in 1906 to bring into national view the need for industrial training and to try to obtain national support. This society, The National Society for the Promotion of Industrial Education, delineated the majority of the principles of vocational education in their Bulletins in the form of theories, philosophies, or beliefs. Over time, the theories advanced by the Society have been converted into standards, or basic truths, and are generally known as principles.

Principles which are related to vocational education are inextricably bound to events occurring to the economy and to the social structure. When there are modifications in the economic and social

fabric, there needs to be a corresponding change in the interpretation of the principles. Furthermore, there are economic or social conditions which require more than a re-interpretation; they require a change in the implementation of the principle.

Re-interpretation of principles has occurred six times during this century-- in 1917, 1936, 1946, 1963, 1968, and 1972--as reflected in national legislation. Two of these years, 1963 and 1968, represent abrupt shifts in interpretation and implementation of the principles of vocational education. In 1963, the legislation provided opportunities to the unemployed and underprivileged for the development of technical skills so that they could obtain specific jobs; whereas, in 1968, the legislative intent was to encourage the improvement of the individual's well-being.

Probably the single most important contribution that the enunciation of principles has made to the field has been the establishment of a foundation or philosophy of vocational education. Specifically, principles help guide and direct the practical affairs of the profession. Diligent use of the principles of vocational education by educators will add immeasurably to the growth of the profession. For example, principles can be restated for use in evaluation or they can be used as a framework for the expression of concerns among the different levels of education and the various vocational disciplines.

In summary, the system of vocational education then, is one in which the principles do not change--but must be re-interpreted from time to time, and the programs organized, or reorganized, to achieve the goals of contemporary society and technology--goals related to people and their vocational needs.

This paper contains a compilation of principles gleaned from a review of the literature on vocational education, including the bulletins of the NSPIE, testimony before the U.S. House of Representatives in the years before the enactment of the Smith-Hughes Act, and the bulletins of the Federal Board for Vocational Education. While the majority of the principles are generally stated in their original form, some liberty has been taken in restating antiquated terms. In other cases the principle has been re-interpreted to account for present economic or social conditions.

The list of principles that follows is a random incomplete selection. It is presented here for your consideration with respect to formulating policy that will affect the quality and quantity of vocational education in the United States.

Principles of Vocational Education

1. Vocational education is needed to meet the increasing demand for trained craftsmen and technicians.
2. Vocational schools should aim to give as much technical education and practical experience as possible.

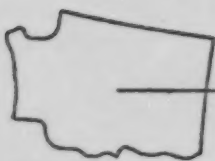
3. No vocational school or program can turn out a finished craftsman or technician, but it can furnish the material out of which a finished craftsman can be made.
4. Vocational education is needed to increase wage-earning power.
5. Vocational education teachers should, in addition to academic training, have current work experience and expertise in each field in which they are engaged to teach.
6. Much of vocational instruction must necessarily be individual rather than group in order to adapt it to the varied abilities and experience of the student.
7. In addition to teaching the vocational students skills and teaching them to think, it is vitally necessary to aid in the development of their moral character.
8. Vocational education is required to conserve and develop our national resources.
9. Vocational education is a wise business investment.
10. A skilled worker is an asset to the locality, the state, and the nation, and all should cooperate in paying the cost.
11. Vocational guidance implies provision for enabling youth (1) to discover themselves vocationally, (2) to receive vocational counseling, and (3) to be placed vocationally.
12. Higher standards of living are a direct result of vocational education.
13. Vocational education has for its purpose the acquiring of a body of usable knowledge relating to industrial conditions, processes, organization, and administration; the gaining of skill; and of mental, aesthetic, and ethical training through the acquisition and use of the knowledge indicated.
14. We need not only higher skill in 1975 than we needed in 1917 or in 1968, but we need more of it in proportion to population, and we will need it in the future in a constantly increasing ratio both in numbers and in efficiency.
15. Trade training alone will not make good teachers.
16. Vocational education does not in the slightest interfere with the cultural training, the character building, and the development of things noble and beautiful in life which was the aim of the old education.
17. It is generally conceded by educators who are interested in vocational education that the industrial school "per se" does not and cannot result in turning out full-fledged skilled mechanics ready to take up a trade.

18. Vocational education must maintain a fair and proper apportionment of the supply of labor power to the demand for labor power.
19. Psuedo-experience, such as is gained by ordinary students in school and college classrooms, will not replace actual practical experience.
20. The ordinary type of pedagogical training given to prospective teachers will not serve to adequately prepare them for successful service in vocational schools or programs.
21. Students in vocational education should have the opportunity to enter and exit vocational programs as their specific needs dictate.
22. Vocational students should receive the theoretical and practical training necessary for procuring gainful employment.
23. Vocational education should seek to satisfy and to integrate the social, intellectual, cultural, and occupational needs of the students.
24. A curriculum should be of direct value to society in relation to economic stability, supply and demand of the labor force, lower level unemployment, efficiency of the labor force, and other societal needs.
25. Curriculum should be of direct value to the individual worker in relation to competence, economics, and satisfaction.
26. Vocational curriculum must reflect the changing function of the school as well as the shifting scope and emphasis of education.
27. Curriculum should include the development of motivation, persistence, drive, and the other factors which relate to achievement in the world of work.
28. Vocational education should aim its instruction toward meeting the requirements of entry occupations.
29. Vocational education should be evaluated on the basis of its success in providing training for lasting economic returns in increased production and wage-earning power.
30. Vocational education should be evaluated on the basis of its success in preparing students to enter the world of work.
31. A vocational education program should be evaluated on the basis of its ability to meet the demand for trained workmen.
32. Vocational education should be evaluated on the basis of its success in decreasing the incidence of student dropout from public school education.
33. Vocational education should be evaluated on the basis of its success in decreasing manpower waste.
34. Vocational education should be evaluated on the basis of its

success in combining general education and technical training.

35. Vocational education should be evaluated on the basis of its demonstrating the competencies necessary to achieve the skills required to meet the immediate rural and urban job markets.
36. Vocational education should be evaluated in the light of its being an end in itself as well as a means usable for achieving further ends.

Policy-Making Strategies For Vocational Education



Principles and Policies



SOME CURRENT ISSUES IN VOCATIONAL EDUCATION

Definition

One handicap in any discussion of vocational education is the lack of a firm definition. Vocational educators know what they speak of when the term is used, but quite often other educators and the general public have an entirely different and often erroneous perception. Barlow says that all education is or has the potential to be vocational, while other writers claim that vocational education is a unique concept, and thus should be treated as a distinct, separate part of education.

Numerous Federal Acts have provided funds for vocational education, but none of those acts have been translated for the general public into a concise definition of vocational education. Block grants and categorical funding have provided monies for specific areas of vocational education or for vocational education in general, but none of the legislation has grappled with what vocational education in general does that is different from what liberal or academic education does.

Has the lack of a succinct definition hampered the progress of vocational education, or has it been a license to create innovative programs that serve the student? If the former is the case, is it possible to define exactly what vocational education is and translate that definition into policy? If the lack of definition has been a license to innovate, has the vocational education community lived up to the legislative sanction?

Status

Since the inception of formal vocational education programs in the public schools of the United States, we have, in many cases, been relegated to sites in the basements and back lots of the school yard. This banishment has not only been physical, but attitudinal as well. Instead of continually asking the question "How can vocational education achieve equal status with liberal arts education?" maybe it's time to ask the question "Should we be concerned with status?" Vocational educators, students, and many in business and industry know the value of vocational education, and our primary concern should be in maintaining and increasing that value. This is not to imply that we must sell vocational education, but that we must let it stand on its own merit. Students have continued to enroll in

vocational programs despite the lower status accorded them both by the academic community and the society at large. Vocational education has been and will continue to be a vehicle by which millions of students will obtain and upgrade occupational competencies.

Rather than allowing ourselves to be caught up in the status game, isn't it time that we ignore our detractors and concentrate our efforts on developing educational options that will benefit students preparing for, upgrading, or retraining for employment? What policy should be developed that deals with our mission and ignores the status issue?

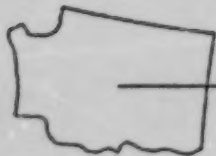
New Elements in Vocational Education

One concern that keeps appearing in the literature on vocational education is that of the linkage between vocational and general education. Vocational students at both the secondary and post-secondary levels often express an unwillingness to include general education courses in their program of studies. This could be because the relevance of those courses to their vocational aspirations is rarely pointed out. An attempt has been made in the literature on the career education concept to deal with this expressed hesitation, but vocational education has not delineated any policy concerning bridging this rather obscure gap. What role should vocational education assume in insuring that students are appropriately prepared to appreciate and cope with the dynamics of society as well as their chosen occupation?

The increase in leisure time available and the change in values associated with work are leading to another phenomenon that vocational educators cannot ignore. Extra time and the attitude that work is a means to an end will probably create an increased demand for education designed for the strengthening of avocational interests. What policy will vocational education develop to deal with a demand for education that in some cases is pleasure-oriented rather than job-oriented.

"Current Issues" is prepared for each conference by Paul Bott, project staff member. Its intent is to provoke thought on controversies/issues facing vocational educators.

Policy-Making Strategies For Vocational Education



Principles and Policies

BIBLIOGRAPHY

Journals

"Ave in Action: Program of Work": 1970-1975," American Vocational Journal, Vol. 45, No. 2, (February, 1970) pp. 87-88.

Identifies issues of immediate concern for vocational educators and offers policies for dealing with those issues.

"Career Preparation for Everyone," Vocational Guidance Quarterly, Vol. 20, No. 3, (March, 1972) pp. 183-7.

Briefly describes two reports in which the National Advisory Council on Vocational Education urges a new respect for vocational education as an alternative to college. Suggests federal changes in policy concerning funding, the organization and role of the Office of Education, and manpower policies.

Feldman, Marvin J., "The Relevance Gap in American Education," Training and Development Journal, Vol. 27, No. 3, (March, 1973) pp. 28-30

Charges American education as being obsolete and responsible for vocational illiteracy.

Greene, Bill, "Implications for State Leadership," American Vocational Journal, Vol. 46, No. 4, (April, 1971) pp. 36-39, 50.

California state assemblyman calls for a Federal and State reordering of priorities in vocational education programs.

Grubb, W. Norton and Lazerson, Marvin, "Vocational Education in American Schooling: Historical Perspectives," Inequality in Education, Vol. 16, (March, 1974) pp. 5-18.

Review of vocationalism in America from the late 1800's to the current career education movement. Includes economic and political background.

Koehn, Emil A., "The State Leadership Role in Vocational Education," American Vocational Journal, Vol. 45, No. 7, (Oct., 1970), pp. 17-19, pp. 82-83.

President of the National Association of State Boards of Education calls for a comprehensive manpower policy at both the State and national levels. Describes the need for State Boards of Vocational education to be involved in the formulation and implementation of policy at both levels.

Lee, Arthur M., "Call For a National Research Policy," American Vocational Journal, Vol. 46, No. 5, (May, 1971) pp. 50-53.

Examines obstacles to vocational education research and proposes AVA resolutions as a foundation of a national policy.

McMahon, Gordon G., "The Institutional Role: Patterns and Problems," American Vocational Journal, Vol. 46, No. 8, (November, 1971) pp. 37-39.

Traces the development of teacher education in the various vocational services and cites basic policies and functions that apply throughout.

"National Vocational Education Council Urges Sweeping Reforms," School Shop, Vol. 29, No. 6, (Feb., 1970) pp. 14, 18.

Recommends fundamental policy changes for the Federal government in its approach to funding, the role and organization of the U.S. Office of Education, and present and proposed manpower policies and legislation.

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cooperative relationships, (8) extending and improving guidance services and (9) providing an adequate level of financial support.

"Raising Low Incomes Through Improved Education. A Statement on National Policy." 1965, 54 p. (ED 019396)

Main purpose is to urge greater efforts by States, localities, and private business to discharge their responsibility to improve and extend education and training which would contribute to raising the productivity, and consequently the incomes of many Americans with below average incomes. Calls for more and better education beginning before kindergarten, and a modernization of vocational training to bring it into line with occupational requirements.

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PRINCIPLES AND POLICIES FOR VOCATIONAL EDUCATION

George Brain
Dean, School of Education
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To be insensitive to the society in which one lives is bad enough; but if, as some say, we are living in a day which represents one of the great turning points of history, yet we are unaware of that fact, then we not only miss the excitement of the moment, but the understanding necessary to shape the nature of the new arrangements.

John Dewey delivered the warning "...that the real danger is in perpetuating the past under forms that claim to be new but are only disguises of the old."

Hopefully, the changes in vocational education that must occur in the relationships of State departments of vocational education, colleges, universities and local education agencies, as well as their policies and practices, will prove to be not mere disguises of the old about which Dewey warned, but will be based on serious thought and substantive commitments. The system of vocational education is one in which the principles have not changed, but they must be reinterpreted via a contemporary application to the ever-changing conditions of modern society.

The imperative of education for work is inescapable despite the fact that it is fraught with perplexities for all of our educational institutions. The existence of an unprecedented need for vocational-technical competence is extremely well-documented. That this need is the subject of concrete, powerfully vocalized and strongly promoted demands for a higher level of vocational-technical education is also certain. However, it is doubtful that any educational institution can respond to these demands in the same manner that it has in the past; it is equally questionable that it should do so if it could.

The weight of the present demand supports the proposition that the total educational establishment must now be geared up to make vocational-technical education a prime commitment and a productive engagement.

It is my belief that schools and colleges are now beginning to overcome their traditional reluctance to accept major responsibilities for occupational education because increasingly these institutions now recognize that they possess special resources to deal with vocational-technical needs. Moreover, a variety of publics are demanding that schools and universities exercise leadership in providing programs and services to the vocations. It is also my observation that the assumption of responsibility for preparing and developing vocational-technical educators does not require radical restructuring of the school or university, nor of its typical roles in research, teaching and service. What is required--and

this is more easily stated than accomplished--is a commitment from the total educational community to the importance and the need for preparing and developing personnel for the world of work. The total educational community must also be willing to involve substantially more people from all levels of society in the process of vocational education than has usually been the case.

Many in our postsecondary institutions have not yet recognized this fact, but a quiet revolution affecting vocational-technical education is now in process and has been underway for almost a decade. The reason its effects have not been more visible is that its principal leaders have hardly taken on the appearance of revolutionaries. They are not vocal persons intent on the creation of a new movement in education; on the contrary, they are a generation of observant and serious-minded scholars who are essentially realistic about vocational-technical education and what the educational community needs to do to discharge its responsibilities. Their plan is to change the policies and the practices among the people involved, rather than attempting to bring about improvement by imposing a new vocational education structure on existing institutions. The significant strategy employed by these revolutionaries is "working with" rather than "working over" people. Their plan of attack involves leadership from the state level with "people" and the interrelationships among them.

One of the problems with which this new group must contend is the fact that the federal government as well as national foundations have been the chief originators and promoters of vocational-technical education. Until now, state strategies for vocational education have reflected very few long-term provisions for the creative interpretation of vocational and technical education principles other than the "in-basket" practice of receiving what the "feds" and foundation boys formulate and promote. Operational performances at the state level have largely consisted of adapting a state plan to fit new federal guidelines. It is refreshing to observe a group of states now combining efforts to produce some new leadership strategies that will give the principles of vocational education contemporary application.

While it is clear that education for work is a necessary component of general education--that is, of education common to all persons--it is not quite so clear how state leaders in vocational education view the distinction between "education for work" and "training for a particular occupation." Neither is there a clear-cut delineation between vocational education and technical training. Whatever those differences may be, we must all be certain that everything we do in preparing personnel for their responsibilities in the world of work is, in fact, directly related to developing the competence they are going to need. We must put aside the debate over academic vs. work experience. Evidence that education per se is the essential factor or that the training on the job is the sine qua non is still largely non-existent. There is also the persistent question of what constitutes vocational education of high quality, and how high-quality vocational education can be staffed and provided. In your policy and strategy sessions, I hope you have given some thought as to how the concern about competence

and performance might be properly addressed in any restatement of principles.

Let me digress for just a moment and talk a bit about an emerging concept which has a bearing on the development of vocational-technical education. It is the surge toward professional status for educators. Educators have long aspired to full professional status and recognition. The emphasis on competence and the development of performance-based criteria for entry into the field are visible signs of the new thrust which educational leaders are making to achieve professional status. However, even as education is trying to fulfill all the old criteria for professions, the criteria themselves are changing and a new conception of professionalism is developing. Practically gone is the self-sacrificial, emotional devotion to duty with mainly internal psychological rewards. In its place is not simply a new militancy calling for more generous external social rewards; there is also a new sense of political skill and power, a willingness to do political battle with citizen groups and even legislatures. The real question now is whether general education or vocational education can shore up the quality of its professionalism by giving more rigorous attention to the need for improving the systematic organization of both the theory and practice encompassed in its sustaining body of knowledge.

The professional, as I define it, is the person who invests every task or duty with consistent competence, with the discipline of mind and spirit which always precedes performance of the job. The professional is one who has the knowledge and skills of whatever is being pursued, confronting each new challenge, no matter how small or large, with an absolute zeal to do what needs to be done with excellence, as nearly perfect as a human being can. I believe that the foremost asset one can possess is the respect of his peers for the self-discipline that guides him in the knowledge of his craft. This usually involves a dedication and a work schedule that sometimes can be rather dismaying, but there is no other way to accomplish what needs to be done without that zest for excellence which is the mark of the professional, and incidentally, the specification for achievement. The principles of vocational education ought to stress this attitude of professional commitment.

Vocational educators must learn to use the political process more astutely and effectively to open roads for further advancement. A number of highly productive efforts are now engaging members of the executive and legislative branches of government as serious students of education. The legislative work conference of the Education Commission of the States is furnishing one classic example. It is significant to observe that elected state officials, governors and legislators are making these efforts succeed by a desire to be studious about the field of education. They are just beginning to concentrate on vocational education. As a result, more and more legislatures are finding it necessary to consider "educational programs" produced by careful collaborative endeavors involving many groups and bearing the power of organized backing so necessary for citizens who have opted to get most things done in America. And if vocational educators and other segments of the educational

community can't get together on what the programs and policies ought to be, the legislators will make those decisions for us.

A final perplexity that confronts vocational education is the matter of certification. The rigidity of certification and accreditation requirements--spawned in an era when courses and compliance with minimum expectations were real problems--is quite obviously outmoded. Your statement of principles ought to speak to this issue.

Vocational education increasingly will be in the hands of a wide array of workers. Some of these may require almost no preparation measurable in traditional ways. Certainly a wide variety of specialization will be both appropriate and necessary. A few efforts to meet this "new look" for the staff for vocational education have been made, but the emergence of statewide policies or strategies which define the approaching "new look" is not yet a striking phenomenon.

In a society built on the principle of division of labor--differentiation of functions in order to accomplish specific tasks--vocational educators should be able to identify and emphasize certain distinctive vocational education functions of, say, the local education agency, the state department, and the college and university segments of our educational system. Keeping these relatively clearcut identifications of duty and allocations of responsibility clearly before all should help to clarify roles and missions.

It is not a question of which of the levels or segments of the educational organization and operation is most important. There is not a certain amount of power to be divided up among competing enterprises. The world of power is not a closed world, but an open one. Adding power somewhere does not diminish, but rather increases the power of other units in the education family. What is needed in our complex educational relationship is not to cut anyone down to size or build up somebody else; what is needed is the cooperation of every segment, an effort which will increase the power and enlarge the opportunity for each part of our educational organization.

Nevertheless, it is not enough simply to suggest that joint efforts of one educational level will strengthen all of the levels; ways must be found to integrate these efforts and make them effective.

We can summarize only a few of the techniques to deal with the problem:

1. Examine honestly and openly the basic assumptions upon which a cooperative program is going to operate, being sure to make a realistic evaluation of political considerations as well as educational principles.
2. Utilize the current economic squeeze on education to provide a positive force for developing new and different relationships among members of the educational community.

3. Design training programs so that they involve a true partnership among state departments, professional organizations, local education agencies and the schools of education, and assume that no single model or pattern must necessarily apply to all areas or to all levels.
4. Develop incentives, recognition and rewards for collaborative efforts (adjunct status, etc.).
5. Recognize the earlier maturation of young people and the need to avoid prolonged adolescence, and propose experimenting boldly with alternative educational forms.
6. Give attention to problems of articulating vocational education in order to avoid artificial separation and division among various levels of education. Government agencies, foundations and others now tend to differentiate higher education from lower education, with unfortunate consequences. There is a need for an operational understanding that education is and can function as a continuum while maintaining certain discrete units.
7. Carefully consider questions of accreditation and other legal and quality control requirements, and deal with these policy questions "head-on" in your attempt to reinterpret the principles of vocational education.
8. Evaluate programs and relationships among all agencies and do not shy away from items difficult to measure or focus only on the quantifiable.
9. Provide more and better information about vocational education to power groups and decision-makers (legislators, regents, school boards, community groups), and disseminate information concerning sound and realistic vocational education practices.
10. Finally, develop joint statements on educational costs and benefits to help the general public understand the nature of fundamental educational problems. (This might be undertaken through an educational policy commission composed of distinguished representatives of all educational agencies.)

In looking to the future, we can assume that certain trends and developments are here to stay, at least for the near future. The first is a high and increasing level of technology with all its automated processes. The second is the conduct of the most purposeful activities by large-scale centralized organizations, such as those developed in government and industry in recent decades.

To have a dynamic orientation toward this kind of future, individuals (particularly those in the world of work) must be provided with usable understandings of processes. Instead of preparing persons for new roles, vocational education should focus on what a role is, how roles are created, and how to move in and out of roles. Instead of preparing the person to operate in

a fixed organization, focus on the dynamics of modifying organizations to meet changing objectives. Instead of learning set patterns of how to relate to other individuals, focus on how to move in and out of relationships without losing human qualities. Instead of emphasizing vast sets of knowledge, teach competency in generalization and methods of inquiry about changing skill areas.

The cooperative approach in education is not only essential but it also has many advantages. The procedures must be the best that can be devised, involving both the identification and acceptance of appropriate long-range purposes as well as the development of suitable policies and procedures for achieving them.

Program Development

March 21, 1975

To: Policy Making Strategies Seminar Participants

From: J. Lyman Goldsmith and Staff

Subject: MARCH PACKET

The first seminar-conference session (Principles and Policies) is now on the record book. In spite of the problems of notification and time schedule, twenty-one participants from the five states joined with the five project staff members in the two day session. While there may be those who feel "we just got started", there were positive results.

- individual and group personal and professional working relationships were built
- basic principles of vocational education were examined and identified in terms of state-level policies
- the structure of policy statements was examined and typical policy statements were developed
- a working basis of principles and policies was established for use during the next four sessions
- the initial session content was evaluated as a guide for structure of the next four sessions

The second seminar will be held at the Los Angeles Airport Marina Hotel on Tuesday and Wednesday, April 8th and 9th, 1975. The hotel provides guest pick-up at the airport and accommodations and meals will be charged to the project master account as in Seattle. Please send in your hotel reservation card as soon as possible (see Item 4 on enclosed sheet of contents).

We urge you to complete and return the validation sheet (Item 5) before the next meeting. The staff has reported to you what they think they heard as results of the Seattle meeting. You check!

SEE YOU ON APRIL 8TH AT THE LOS ANGELES AIRPORT MARINA HOTEL

Policy-Making Strategies For Vocational Education



Program Development



SOME POLICIES PRESENTLY IN EFFECT AT THE STATE LEVEL

1. The program of instruction in vocational education shall be designed (1) to prepare or retrain youth and adults for gainful employment or for advancement in recognized occupations and in new and emerging occupations; or (2) to prepare individuals for enrollment in advanced vocational training.
2. All persons of secondary school age or older, including those who have academic, socioeconomic, cultural, physical, or other handicaps, who need or can profit from vocational education, will be served.
3. Vocational education will be available to fit individuals for gainful employment or advancement in any recognized occupation, except those which are generally considered to be professional, or those requiring a baccalaureate or higher degree.
4. Instructional programs will be determined on identifiable needs using occupational advisory committee recommendations, occupational surveys, and/or employment statistics. Surveys and/or statistics used shall be current, and these data shall reflect existing job requirements.
5. The minimum program standards for those occupations that require licensure or certification shall be compatible with appropriate state and/or national codes and regulations.
6. The Chief State School Officer shall enter into agreements with colleges, universities, local education agencies, and other public or private agencies and institutions for the purpose of allocating funds for conducting vocational education research, developmental projects, demonstration programs, or exemplary projects, in accordance with procedural steps established by the State Department of Education.



Policy-Making Strategies For Vocational Education

Program Development

GOALS AND OBJECTIVES - SECOND CONFERENCE

OBJECTIVES

1. Determine principles of vocational education relative to program development.
2. Establish policies for program development in vocational education based upon the principles of vocational education.
3. Develop realistic strategies to be used in changing attitudes among top-level decision-makers about the necessity of implementing vocational education programs.

GOALS

1. That you become aware of or supplement your knowledge of program development systems for vocational education.
2. That you become aware of the various techniques being advanced for the gathering of data to aid in the program development process.

Please bring to the conference any materials used in your state that pertain to program development.



Program Development



Some Current Issues in Vocational Education

Total Planning

How should a total vocational program be planned? Often we have been accused of being merely job training centers for local industry with no broader goals. Even when we have seriously pursued the goal of only serving local manpower needs, programs have often been developed without the basis of local surveys to validate their need. Regional and national manpower problems and developmental efforts further complicate the situation. Manpower forecasting is a relatively new field, but vocational program planners might consider the techniques offered by the field when predicting the future of various occupations and the decline of others. Program planners might also consider how the program fits in with (1) vocational programs of other educational institutions, (2) state and professional certification practices, (3) community expectations, and (4) student interests and desires. All of the above factors are external to the institution offering the program. Internal considerations include staffing, facilities, and costs, among others. Finally, vocational programs must be evaluated. Important inputs to the evaluation process include follow-up studies of students and the employers of those students. Are systems available for vocational program planning? Is it possible to systemize the process? Have we tried?

Articulation

One issue receiving a share of attention in vocational education is that of articulation. Should vocational education programs be considered as "terminal" education, or should they be considered as possible means to ends? Should high school level carpentry programs enable the graduate to secure employment or to move right into more advanced training at the apprentice or community college level without having to begin again at the basic level? Should the program provide for both options? The problem is even more acute at the post-secondary level in programs such as engineering technology or nursing, where baccalaureate degree programs are available. Complex certification requirements often inhibit the student's progress in obtaining a job or further training. Reforms in program development are closely related to and must consider programs offered by other educational

Institutions, professional organizations, unions, and state or local certification requirements.

Institutional Research

Dozens of writers have offered definitions of institutional research. Here is one account of what institutional research does. It provides decision-makers with relevant, factual data in relation to a given institution. Examples might be enrollment projections at budget-planning time; evaluation services; follow-up studies; opinion measures of faculty or students; community surveys; classroom research assistance; and background information for writing such as legislation or funding proposals. Other services that institutional research can fulfill might be providing assistance in preparing for accreditation, dissemination of research findings, and helping to enhance the image of vocational education by putting the results of research to productive use. Funds for research in vocational education were provided in the VEA Amendments. Have we used them to their fullest extent?

"Current Issues" is prepared for each conference by Paul Bott, project staff member. Its intent is to provoke thought on controversies/ issues facing vocational educators.

Policy-Making Strategies For Vocational Education



Program Development

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Compact guidebook designed to serve state-level planners interested in reviewing the key concepts of state planning and management systems. Reviews PERT, PPBS, CPM, management information systems, performance indicators, management by objectives, and systems and systems analysis.

Organization and Operation of a Local Program for Vocational Education. 1968, 96 p. (ED 022061)

A guide for persons who have major responsibilities for developing new programs of vocational education under public sponsorship at local levels.

Papers Presented at the National Conference on Curriculum Development in Vocational and Technical Education. March, 1969, 98 p. (ED 027439)

Papers included are: (1) "Intent and purposes of Part I of the vocational education amendments of 1968" by M. L. Barlow, (2) "The Future of Vocational Curriculum Development" by G. B. Leighbody, (3) "Evaluation of Curriculum Materials and Their Use" by W. J. Popham, (4) "Current Trends in Curriculum Theory and Development" by L. L. Tyler, (5) "Training of Personnel in Curriculum Development" by A. D. Hill, (6) "The Development of

Standards for Curriculum Materials" by B. R. Shoemaker, (7) "One of the Humanities" by B. R. Shoemaker, and (8) Definitions of Terms used in Vocational and Technical Education.

Staley, Eugene. Planning Occupational Education and Training for Development. March, 1967, 82 p. (ED 029943)

A conceptual framework and rational procedure for the planning of occupational education and training in relation to the needs of economic, political, and social development.

Tuckman, Bruce W. A Study of Curriculums for Occupational Preparation and Education. January, 1970, 22 p. (ED 045808)

A two phase systems model for the design and management of instruction in occupational fields is described. The three phases, analysis, synthesis, and operation, are described and illustrated.

Yagi, Kan et al. The Design and Evaluation of Vocational-Technical Education Curricula Through Functional Job Analysis. August, 1968, 100 p. (ED 023913).

A taxonomy of vocational-industrial education objectives that research has shown to be of considerable value in preparing objectives and developing curricula. Its usefulness in analyzing and evaluating current programs is limited.

Young, Robert C. (Ed.) Manpower Information for Vocational Education Planning. November, 1969, 175 p. (ED 035716).

Report of a conference that had as major objectives the providing of insight into techniques of forecasting, new kinds of data being generated by the department of labor and others, and the difficulties and possible resolution of problems in utilizing data in the vocational education planning process.

RATING SHEET

INSTRUCTIONS:

Draw a circle around the symbol of the response that best indicates your level of acceptance of the principles, policies, and strategies found below. Please return the completed responses to Dr. Clarence Fielstra in the envelope provided as soon as possible so that your responses may be tabulated in time for the next conference. We will give you a completed copy with responses at the conference. Response symbols are as follows:

SR= Strongly Reject, R= Reject, A= Accept, SA= Strongly Accept

PRINCIPLES

- | | | | | | |
|----|---|---|----|-----|--|
| SR | R | A | SA | 1. | Vocational educators must recognize that significant changes are constantly occurring in society, business, and industry, and be prepared to incorporate those changes in their instruction. |
| SR | R | A | SA | 2. | Vocational education must be concerned with the total growth of individuals, to include their social, economic, and psycho-motor development. |
| SR | R | A | SA | 3. | Vocational education should be aware of and substantially contribute to the concept that one's occupation is a major cohesive force in the continuity of one's life. |
| SR | R | A | SA | 4. | Vocational education must recognize that there are various levels of occupational competency and that there are several stages in the occupational development process. |
| SR | R | A | SA | 5. | Vocational education should include actual industry-or occupational-based experience as well as classroom and laboratory instruction. |
| SR | R | A | SA | 6. | Vocational education must be an integral component of any comprehensive, quality educational system. |
| SR | R | A | SA | 7. | Vocational education should have definite, well defined parameters within the total educational system. |
| SR | R | A | SA | 8. | Vocational education should include an integral system of accountability? |
| SR | R | A | SA | 9. | Vocational instruction must be designed to provide for the individual needs and varying abilities and experiences of the students. |
| SR | R | A | SA | 10. | Vocational education teachers should, in addition to professional teacher training, have current work experience and expertise in each field in which they are engaged to teach. |
| SR | R | A | SA | 11. | Vocational guidance implies provision for enabling youth on an individual basis to (1) discover their vocational interests and abilities, (2) receive vocational counseling, and (3) be placed in an occupation for which they have received |

instruction that will enable them to maintain or increase wage earning power.

- SR R A SA 12. Students in vocational education programs should have the opportunity to enter and exit those programs as their specific needs dictate.
- SR R A SA 13. The vocational curriculum should be of direct value to the individual student in relation to competence, economic necessity, and personal satisfaction.
- SR R A SA 14. Vocational curriculum should be of direct value to society in relation to economic stability, supply, and demand of the labor force, and other societal needs.
- SR R A SA 15. Vocational curriculum must reflect the changing attitudes and values of society as well as the changing requirements of business and industry.
- SR R A SA 16. Vocational education should be available to all people of all ages without regard to sex, creed, religion, race, geographical location, or physical or mental handicaps.
- SR R A SA 17. Vocational education should be responsible (1) for delivering to the student a body of usable knowledge relating to actual industrial conditions, processes, organizations, and administration; and for (2) providing the opportunity for the student to gain a saleable skill.
- SR R A SA 18. Vocational education has the responsibility for developing educational options that will benefit students preparing for, upgrading, or retraining for employment.
- SR R A SA 19. A skilled, satisfied worker is an asset to the locality, the State, and the nation, and all should cooperate in paying the cost.
- SR R A SA 20. Vocational education should aim its instruction toward meeting the requirements of entry occupations.
- SR R A SA 21. Vocational education should be evaluated on the basis of objectives, processes, products, costs, and community acceptance.
- SR R A SA 22. Effective vocational education for any profession, calling, trade, occupation, or job can only be given to the selective group of individuals who need it, want it, and are able to profit by it. (Prosser)
- SR R A SA 23. The effective establishment of processed habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises or pseudo jobs. (Prosser)
- SR R A SA 24. To be socially efficient, vocational education must take into consideration the particular characteristics of any particular group which it serves. (Prosser)

- SR R A SA 25. While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit this minimum of per capita cost, vocational education cannot be attempted. (Prosser)

GENERAL POLICIES

It is the Policy of the State of _____ that:

- SR R A SA 1. Vocational education that is realistic in terms of actual or anticipated occupational requirements be provided to all persons able to profit from it.
- SR R A SA 2. Vocational education shall be provided to the extent that all persons graduating from high school will have had the opportunity to obtain a saleable skill or acceptable preparation for planned entry to post secondary education.
- SR R A SA 3. A broad scope of vocational education programs be provided for youth and adults that will enable them to be prepared for, retrained, or upgraded in recognized occupations and in new and emerging occupations, excluding any program designed to prepare for employment in occupations which are determined and specified by regulation to be considered professional or which require a baccalaureate or higher degree.
- SR R A SA 4. Vocational education programs in the State recognize and provide for the total growth of all individuals, to include ethical, aesthetic, social, economic, and psycho-motor development.
- SR R A SA 5. Vocational education is an integral component of the total education system.

POLICIES - PROGRAM DEVELOPMENT

It is the policy of the State of _____ that vocational education programs:

- SR R A SA 1. Be developed and revised that reflect societal, economic, and occupational changes.
- SR R A SA 2. Be provided that allow students to enter, progress, and exit as their specific needs dictate.
- SR R A SA 3. Be developed in cooperation with the State and National Departments of Labor in order to insure that the curriculum is of direct value to society in relation to economic stability and supply and demand of the labor force.

POLICIES - PERSONNEL DEVELOPMENT

It is the policy of the State of _____ that:

1. All vocational education personnel (teachers, supervisors, and administrators) shall:

- SR R A SA a) be occupationally proficient in the area in which they instruct or supervise;
- SR R A SA b) be capable of performing vocational instruction; and
- SR R A SA c) possess actual work experience beyond the learning period in their field of instruction or supervision.

POLICIES - FINANCE AND LEGISLATION

It is the policy of the State of _____ that:

- SR R A SA 1. All levels of government cooperate in paying the costs of vocational education.

POLICIES - QUALITY CONTROL

It is the policy of the State of _____ that:

- SR R A SA 1. Vocational education programs be evaluated on the basis of the degree to which stated objectives are met, the processes used to meet the objectives, the quality of the graduates, the costs of the programs, and the degree of community acceptance of the program.
- SR R A SA 2. Program evaluation be an integral part of the state's vocational education program.

STRATEGIES

- SR R A SA 1. Involve people that will be affected in the developmental process, such as staff, LEA people, advisory groups, labor blocks, and special interest groups. This automatically becomes a vehicle for adoption.
- SR R A SA 2. Put a program or proposed policy into practice. Once it's established, it can be easily translated into policy.
- SR R A SA 3. Make the decision-maker think that the proposed policy is their idea.
- SR R A SA 4. Expose decision-makers to exceptional or successful programs or practices of the type which we want policy adopted in or for.
- SR R A SA 5. Conduct luncheon meetings with legislators or Advisory Councils at vocational high schools and serve a regular cafeteria lunch.
- SR R A SA 6. Use films or the printed word as a mode for delivering annual reports to the decision-makers.

- SR R A SA 7. Subject the proposed policy to testing and let it stand. If it's feasible, the media will publicize it for us.
- SR R A SA 8. Be honest and stay on professionally sound ground, and the media will then pick it up and do us a service.
- SR R A SA 9. Develop leaders that embody all of the qualities of honesty, frankness, etc.
- SR R A SA 10. Present options and consequences of each proposed policy to the policy-making body.
- SR R A SA 11. Tell the decision-makers about vocational education problems and make recommendation as to the solutions.
- SR R A SA 12. Report to legislatures, both formally and informally.
- SR R A SA 13. Get the legislature to sponsor a report after pointing out to them how it will benefit them, as well as the profession, the students, and the State.
- SR R A SA 14. Know the staffs of the legislators and have them relay information or proposals to their employers. (Grapevine)
- SR R A SA 15. Have individual constituents make social contacts with their legislators.
- SR R A SA 16. Write bills for the legislature, or legislators.
- SR R A SA 17. Use professional associations as lobbyists.
- SR R A SA 18. Present "File folders" of information to legislative staff.
- SR R A SA 19. Have testimonials from students or graduates of programs (or their families) made to boards of decision-makers.
- SR R A SA 20. Organize employer appreciation banquets (hosted by students) with legislators et al. present.
- SR R A SA 21. Hold state advisory council meetings at schools where students make presentations and discuss vocational education with council members.
- SR R A SA 22. Thank the legislators for their good efforts. Have them dedicate facilities, programs, etc. Maintain contact with the decision-makers.
- SR R A SA 23. Put vocational education "on display" at State fairs or expositions.
- SR R A SA 24. Give "State-of-the-State" messages to legislators at breakfast presentations in Washington, D.C.
- SR R A SA 25. Invite Governors' education liaison person or educational cabinet. Observe and participate in vocational education functions.
- SR R A SA 26. Utilize the efforts of organizations made up of major associations or groups for education that formulate statements of educational desires, to lobby and influence such groups as the legislature, State Boards of Education, PTA, NEA, etc.

Personnel Development

TO: Policy Making Strategies Seminar Participants
FROM: J. Lyman Goldsmith and Staff
DATE: April 10, 1975
SUBJECT: April Packet and Check List

Two down and three to go! The Los Angeles Airport Marina Hotel seminar on 'Program Development' resulted in the identification of a number of principles and policies. Some of these statements have existed over the years, others have been restructured to reflect 'the times', and some 'new' statements have been developed. We are asking you to rate the entire list once again; as a cross check on work accomplished to date. You will not be asked to rate the 'general' and 'program' statements again.

We take your seminar evaluations seriously for this helps us to make the sessions more meaningful. A recap of your 'program seminar' ratings show that a few of you said that:

- the workshop pace was 'too slow'
-'more writing and problem solving' was needed
- you were 'confused' by the sequence of activities
- there was 'too much' lecture
- you were 'not sure' what you had learned

We'll try to speed things up, provide more writing and problem solving, 'unconfuse you', regear our presentors, and assist you in what we have accomplished!

At the Los Angeles seminar we distributed to each of you -

- Bibliography - Personnel Development
- Current Issues - Personnel Development

This mailing includes -

-'Career Planning Inventory' (Art Smith)
- Rating Sheet - Principles and Policies (for return)
- Hotel Folder and Reservation Card (Send card to Hotel)
- Seminar Goal and Objectives
- Some Policies Presently in Effect

We will be seeing all of you at the Dallas-Fort Worth Airport Marina Hotel on Tuesday and Wednesday, May 13 and 14, 1975. Seminar will begin at 9:00AM on Tuesday, May 13th and adjourn no later than 5:00PM on the 14th.

RIGHT NOW.....WHILE YOU THINK OF IT.....CHECK OUT TIME!



- ➡ FILL OUT YOUR 'RATE SHEET' AND MAIL IT TO CLARENCE FIELSTRA
- ➡ FILL OUT YOUR RESERVATION CARD AND MAIL IT TO THE HOTEL
- ➡ PREPARE FOR THE NEXT SEMINAR...do a little reading-
bring along some material-ideas-and your personal
philosophy.

POLICY MAKING STRATEGIES FOR VOCATIONAL EDUCATION

SITE Dallas-Fort Worth Airport Marina Hotel

DATE May 13-14, 1975

TOPIC PERSONNEL DEVELOPMENT SEMINAR

Tuesday, May 13

9:00AM.....Announcements - Staff
Report on Los Angeles Evaluation Sheets - Fielstra
Report on Rating Sheets - Fielstra
Personnel Development - Barlow

10:30AM.....Personnel Development - Goldsmith

12:00N Luncheon

Small Group Work Sessions

6:30PM.....Dinner

Presentation - Affect of State Advisory Council
on Personnel Development
Alton Ice, Exec. Secretary
Texas Advisory Council on Vocational Education

Wednesday, May 14

9:00AM.....Presentation - Personnel Development
Dr. Merle Strong, University of Wisconsin
Question and Answer Period

Small Group Work Sessions

12:00N Luncheon

Strategies for Implementing Policies

4:00PM.....Adjournment

Policy-Making Strategies For Vocational Education

Definitions of Terms

EDUCATE - From the Latin educāt, the participial adjective of the verb educāre, which means "to rear, or to bring up children and/or young animals." Related to educere, which means "to lead forth."

The verb "educate", meaning "to instruct or provide schooling for young persons", was first used in written English about 1588 by Shakespeare.

EDUCATION - "The systematic instruction, schooling or training given to the young in preparation for the work of life; by extension, similar instruction or training obtained in adult age. Also, the whole course of scholastic instruction which a person has received. Often with limiting words denoting the nature or the predominant subject of the instruction or kind of life for which it prepares, as vocational education."

First recorded English usage was about 1616.

POLICY - An adaptation of the Latin polītīa, which means "civil administration, or government." Modern usage appears to be also derived, or associated with the Latin polītus, which means "polished, or refined."

"An organized and established system or form of government or administration; a constitution, polity."

"A course of action adopted and pursued by a government, party, ruler, statesman, etc.; any course of action adopted as advantageous or expedient." The word was first used in this sense in recorded English in about 1430.

PRINCIPLE - From the Latin principium, which means "beginning, origin, source, first place."

"A fundamental truth or proposition, on which many others depend; a primary truth comprehending, or forming the basis of, various subordinate truths; a general statement or tenet forming the (or a) ground of, or held to be essential to, a system of thought or belief; a fundamental assumption forming the basis of a chain of reasoning."

First recorded usage of this sense of "prynciple" in English was in about 1380.

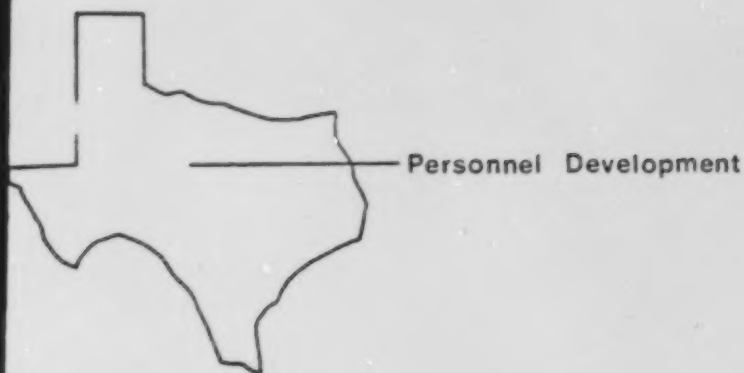
STRATEGY - From the Greek stratēgia, meaning generalmanship, or the art of projecting and directing the larger military movements and operations of a campaign.

In modern usage, a strategy is a careful plan, method, or stratagem exercised to meet an adversary under advantageous conditions. It is interesting to note that the word 'stratagem' evolved from the Greek word stratēgēma (maneuver), and is now conceived as a clever trick or scheme for gaining an end (a ruse). First recorded usage of 'strategy' in English in other than a military sense was around 1830.

VOCATION - From the Latin vocāre: to call or summon.

1. "The action on the part of God of calling a person to exercise some special function, especially of a spiritual nature, or to fill a certain position; divine influence or guidance towards a definite (esp. religious) career." First used as such in written English about 1426.
2. "One's ordinary occupation, business or profession." First used this way in English in 1553 by one Thomas Wilson in a book called The Arte of Rhetorique.

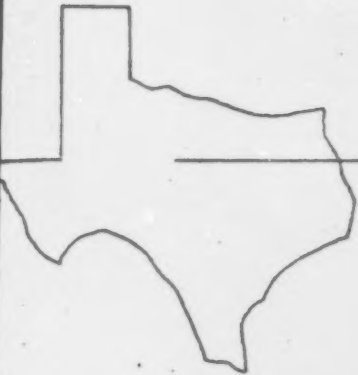
VOCATIONAL - "Of, pertaining or relating to, a vocation or occupation." First recorded English usage was in 1652.



SOME POLICIES PRESENTLY IN EFFECT AT THE STATE LEVEL

1. Provision will be made by school districts for in-service training of vocational teachers.
2. The State Board shall contract as needed with any agency necessary to implement the personnel preparation and development program priorities established consistent with the criteria identified in the State Plan for Vocational Education.
3. Pre-service education of teachers will be conducted through teacher education programs of designated public universities or colleges and may be conducted on graduate or undergraduate levels for college credit or certification purposes.
4. In-service training for vocational personnel will be provided through conferences, workshops, and regular programs of supervision by approved teacher education centers, or through contractual arrangements between the Division of Vocational Education and the agency providing the service.
5. In-service training will be conducted by vocational teacher educators, vocational supervisory personnel, or other appropriately designated persons.
6. The Division of Vocational Education will cooperate with the U.S. Office of Education through active participation in regional and national leadership training and professional improvement seminars and conferences within the budget approved by the State Board.

Policy-Making Strategies For Vocational Education



Personnel Development

GOAL AND OBJECTIVES - THIRD CONFERENCE

OBJECTIVES

1. Determine principles of vocational education relative to personnel development.
2. Establish policies for personnel recruitment, selection, and development based upon the principles of vocational education or other sound philosophical bases.
3. Develop realistic strategies to be used to get the policies established implemented in the state education system.

OVERALL GOAL

That you become aware of or supplement your knowledge of existing and/or proposed systems, methods, or techniques for the development of vocational education personnel, to include teachers, administrators, and support personnel.



Personnel Development

SOME CURRENT ISSUES IN VOCATIONAL EDUCATION

Teachers of Vocational Education

What qualities do "good" vocational teachers possess? How much academic training should a vocational teacher have in addition to current work experience? What should that academic training consist of?

Two of the obvious and measurable qualities that a good vocational teacher might possess are (1) a highly developed, current knowledge and expertise in the subject area being taught; and (2) an ability to transfer that knowledge to students in a classroom situation. If one subscribes to the "born teacher" myth, current work experience might be all that should be required of vocational teachers, but obviously, not all people are born teachers, which brings us to the question of how much academic training a vocational teacher should have. Vocational education is mandated by law to serve all people of all ages of all communities. Many people with varying educational, physical, and cultural needs are now seeking education for employment. Some vocational teachers must have in-depth training in methods of teaching adults, mentally and physically handicapped persons, and people with economic, social or cultural disadvantages, while other teachers may require only an overview. Who is to be responsible for this professional development of vocational teachers? Should schools of education assume the responsibility? State departments of education? The educational institution itself? Or should all individuals and all institutions participate in the development of teachers who will ultimately deliver an improved service to the public? What policies should states develop that are concerned with the professional development of vocational teachers?

Administrators of Vocational Education

A national study (Rice, 1968) determined that state directors of vocational education rate the state plan as the factor most likely to influence development of personnel policies unique to the

vocational division of state departments of education. Federal regulations, federal money, advisory committees, and a separate board for vocational education followed the state plan in order of influence. In all of the thirty-one states surveyed, the division of vocational education operated with written personnel policies of some description, but only two states operated under a set of policies written specifically for the vocational division. The policies in effect in the state departments of education specified salary ranges; professional leave regulations; personnel selection policies; recruitment procedures; dismissal, retirement, and tenure practices; in-service training policies; and policies concerning the evaluation of personnel.

Four of the thirty-one states surveyed (13%) had absolutely no selection policy for state vocational division personnel while twelve (39%) had specific vocational division policies. The remainder (15, or 48%) operated under civil service or state selection policies. Although the majority of state directors felt that the policies in their state were adequate for selecting and retaining the quality and quantity of personnel in their divisions, the fact remains that only two-fifths of the state divisions of vocational education have a policy in existence governing the selection of personnel. Is this adequate if we are serious in our attempts to upgrade the quality of vocational administrators? What are the implications of an absence of policy at the state level?

In-Service Education

Rice (1968) found that only four of the thirty-one states surveyed had a written in-service training policy. Over half of the states without an in-service policy indicated that in-service education decisions are based upon "informal" procedures, whatever they are. Does this lack of policy allow state division personnel to "die on the vine" from the standpoint of keeping abreast of changes in administrative and learning theory?

Is the in-service education situation any better at the local level? Many school districts offer "salary point credits" for attendance at in-service workshops or sessions. These "points" are fine for the teachers working their way up the salary schedule, but what about those teachers already at the top? Does it make sense to offer training to the teacher recently out of school or industry and ignore those who have been out a number of years? Does money have to be the only incentive for upgrading one's competencies? What policies should be adopted to insure that all vocational educators keep up with changes in society, technology, and administrative and learning theories?

Personnel Evaluation

Rice(1968) found that less than half of the thirty-one states surveyed had written policies relating to the evaluation of personnel at the state division level. Only five states had division policy, while the remaining twelve (two states had both) operated under civil service policy. Is administration of vocational education a unique type of administration, and if so, are regular civil service personnel evaluation practices sufficient? What criteria should be used to evaluate vocational administrators?

One response to the mounting criticism of all types of teacher education programs has been an attempt to develop competency-based programs. The focus of these competency-based teacher education programs has been on the capabilities of those who complete the programs. How can the effectiveness of a vocational teacher be evaluated? What criteria should be used to evaluate vocational teachers? What policies are needed at the state level to insure that vocational teachers and administrators are effective?

Reference

Rice, Dick C. Professional Personnel in State Divisions of Vocational Education: Policies, Practices, Requirements. November 1968, 100 p. (ED 023928).

"Current Issues" is prepared for each conference by Paul Bott, project staff member. Its intent is to provoke thought on controversies/ issues facing vocational educators.



Personnel Development

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Hoefflin, R. "They Signed Their Names in Blood," Community and Junior College Journal, 1972, Vol. 43, No. 1, pp. 16-17.

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With certification being a major issue in teacher education, vocational teacher educators are becoming concerned with manpower needs, statewide program coordination, and career education.

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"Short-Term Institutes For Vocational Educators," American Education, Vol. 6, No. 3, (April, 1970) pp. 35-36.

Advocates a program of in-service teacher education as a method of meeting the needs of the increasing number of students entering vocational schools.

Wolfe, Richard O. and Macauley, Howard K. "Simulation: A Multidimensional Approach to Teacher Education," Educational Technology, Vol. 15, No. 1, (January, 1975) pp. 45-50.

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Study for Anne Arundel County, Maryland contains generalizable suggestions for the division of administrative responsibilities at the county level. Outlines administrative tasks for each administrative position.

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Report of a two-day national summer workshop sponsored by the U.S.O.E. Participants agreed on a prototype of a state model for vocational education personnel development. Especially emphasized in the model are special needs for developing policy, refining planning, implementing evaluation, and utilizing change agents which are both internal and external to the system. Available as S/N 1780-1020 from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (\$2.25)

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A review of the state of the art in vocational teacher education. Nine papers varying from assumptions underlying pre-service programs to evaluation of vocational teacher education.

Florida University, Gainesville. College of Nursing. Teaching in Associate Degree Nursing Programs. Final Report (June 20-July 2, 1965). Gainesville, Fla., 1965, 99 p. (ED 032419).

The report of a workshop for professional nurses organized on the basis of curricular area: fundamentals of nursing, nursing in mental and physical illness, and maternal and infant care.

Huffman, Harry and Welter, Clyde W. Designs for the Preparation of Vocational and Technical Teachers of Socio-Economically Disadvantaged Youth. Final Report. June 1972, 153 p. (ED 068623).

A manual of 20 clinical experiences to be used in preparing more effective teachers of disadvantaged youth. Designed to orient student teachers to the disadvantaged student, the poverty community, and the makeup of a typical high school in a disadvantaged community.

Kilpatrick, G. In-Service Education with Recommendations Concerning Its Implementation in American Junior Colleges. El Camino, California: El Camino College, 1967, 21 p. (ED 020721).

Describes the purposes of and common barriers to, effective in-service education; recommendations are also included.

McCracken, J. David and Gillespie, Wilma B. Information Needs of Local Administrators of Vocational Education. March 1973, 75 p. (ED 074221).

Identification of the critical problems of local administrators of voc-ed and the information sources they utilize.

Miller, Melvin D. Review and Synthesis of Research on Preparation of Leadership Personnel for Vocational and Technical Education. July 1972, 48 p. (ED 064471).

Review and synthesis paper that identifies and examines developmental efforts and analyzes the leadership roles at national, state, and local levels with special emphasis on the lack of clear role definition at the local level.

Popovich, N. John. A Validation of Selected Teaching Competencies for Industrial Teacher Education. April 1974, 22 p. (ED 091539).

A list of competencies needed by industrial education teachers to perform effectively in contemporary school settings.

Ramp, Wayne S. and Reeder, Ronald C. An Analysis and Synthesis of State Certification Requirements for Teachers of Secondary Trades and Industries and Post Secondary Trades and Technical Programs. October 1970, 63 p. (ED 078142).

Identifies the differences and similarities in trade and industrial certification requirements at the secondary and post-secondary level in the 50 states and the District of Columbia. Most states emphasize work experience rather than formal education for beginning teachers at both levels. Teacher qualification requirements at the post-secondary level are generally less specific than secondary requirements, possibly to allow more latitude in teacher recruitment and preparation.

Rice, Dick C. Professional Personnel in State Divisions of Vocational Education: Policies, Practices, Requirements. November 1968, 100 p. (ED 023928).

Description and analysis of data collected in 31 states. Describes policies in effect, policies needed, and strategies found to be successful in retraining personnel.

Righthand, Herbert. Improving the Preparation of Professional Personnel for Vocational Education in Metropolitan Areas. Volume III, Final Report. February 1971, 137 p. (ED 055247).

Representatives from 23 eastern U.S. states concluded

that there is a need for great flexibility and breadth in teacher requirements, certification, and pre-service and in-service education. Many recommendations, including one that colleges and universities should provide a vocational teacher preparation program which extends beyond classroom confines.

Robertson, J. Martin. Personnel Evaluation in Vocational and Technical Education. 1973, 39 p. (ED 089078).

Review of information relative to the evaluation of personnel in voc-ed. Purpose is to assist those responsible for evaluation in the selection and implementation of systematic and effective methods of evaluation.

Ryan, Kevin. (Ed). Teacher Education. The Seventy-fourth Yearbook Of The National Society For The Study Of Education, Part II. Chicago: The University of Chicago Press, 1975.

A description of the history and current research in teacher education. Chapters devoted to discussions of (1) the concepts that underlie the various movements and theories of teacher education, (2) issues affecting the quality of schooling and the efforts to improve the performance of teachers, (3) teacher militancy, and (4) matters relating to the control and governance of teacher education are included, among others.

Samlin, J. R. In-service Education in American Public Junior Colleges. Unpublished doctoral dissertation, Illinois State University, 1967. Ann Arbor, Michigan: University Microfilms (Order No. 68-403)

A survey of 403 public community colleges found that in-service programs for faculty were not common and that few colleges provide faculty release time for in-service programs either during the academic year or in the summer.

Sugarman, Michael N., et al. Teaching Technical Education: A Model for the Preparation of Instructors for Post-Secondary Education. July 1973, 198 p. (ED 085502).

Twelve selected papers on teaching in technical education and a model developed for preparing teachers.

Vivian, Neal. and Hoffman, Kenneth E. Vocational-Technical Teacher Education--National Seminar Proceedings. 1967, 275 p. (ED 020431).

National leaders and experts from 46 states, 2 territories, and 2 Canadian provinces identified approaches for improving programs in preparing and upgrading vocational teachers.

Vocational Education: Staff Development Priorities for the 70's;
A Summary. January 1973, 17 p. (ED 084401).

Summary of a report on professional educators in vocational education. Contains twelve recommendations, including state prerequisites for federal funding, recruitment of instructors from minority groups, and in-service seminars.

Zane, L. F. H. The Demand for Community College Teachers and the
EPDA Program Under the College of Education. 1969, 18 p.
(ED 036291).

The Education Professions Development Act of 1967 (EPDA) provides funds to assist institutions of higher learning in educating personnel to serve as junior college faculty administrators. This document describes the fellowship program developed at the University of Hawaii using EPDA funds.

TO: PMS Participants
FROM: Staff
DATE: May 13, 1975
SUBJECT: CATEGORIES OF POLICY STATEMENTS RELATED TO VOCATIONAL
EDUCATION PERSONNEL

In our review of the literature and selected state plans and policies, we have discovered that personnel policy statements generally fall into one of the several categories that are shown below. To aid in the development of policy statements at the conference, we have indicated those categories, explained what is usually found in the category, and offered an example of an existing policy statement.

Davis and Nickerson (1968) have indicated that a personnel policy statement must:

"...encompass all matters relating to the provision of professional personnel services, be developed through open involvement of all personnel, be written in language which reduces misinterpretation to a minimum, be provided to all personnel in complete form and have built-in provisions for constant evaluation and revision." (p. 11)

It's rather obvious that the statements we develop at the conference cannot be developed "through open involvement of all personnel," but we can address the other points. The categories of personnel policy statements, explanations, and examples follow. Please note that the examples are not comprehensive and only serve as indicators of the types of statements included in each category.

PRESERVICE TRAINING -- CERTIFICATION: includes statements relating to the establishment and maintenance of organized programs for the development and certification of vocational education personnel.

"Preservice education of teachers will be conducted through teacher education programs of designated public universities or colleges and may be conducted on graduate or undergraduate level for college credit or certification purposes."

RECRUITMENT, SELECTION, AND EMPLOYMENT: encompasses the skills prospective personnel must possess; the process used in selection; and often, hiring, employment, and dismissal criteria.

"All professional personnel in vocational education at the state and local levels must be properly certified by the State Commission on Teacher Preparation and Licensing or the Board of Governors, whichever is appropriate."

ORIENTATION OR INDUCTION: includes policy statements that are structured to provide time and resources required to orient new staff members and/or to develop materials that will enable new members to become quickly and effectively acclimated to their positions. This category is actually an extension of the recruitment and selection category.

"It is essential to the maintenance of effective programs of vocational education that professional personnel associated with such programs be adequately prepared and qualified for service. The State Board staff, in cooperation with accredited teacher-education institutions, local educational agencies, professional and other organizations, and business and industry, will provide opportunities for the professional development and improvement of vocational education personnel."

INSERVICE TRAINING AND CONTINUING DEVELOPMENT: responsibility is placed for inservice training and criteria is established for inservice programs and/or participation.

"Inservice training may be conducted by vocational teacher educators, vocational supervisory personnel, or other appropriately designated persons. Such inservice training will be provided through conferences, workshops, and regular programs of supervision by approved teacher education centers, or through contractual arrangements between the Division of Vocational Education and the agency providing the service."

INCENTIVES, REWARDS: when found at local or district levels, delineates salary schedules, work loads, and fringe benefits. At the state level, policy statements often refer to state regulations regarding salary and classification schedules.

"The State Personnel Board will classify all vocational education staff positions and salaries as determined by the State Personnel Board, the State Department of Finance, and the Legislature."

APPRAISAL AND EVALUATION: includes policy statements regarding the appraisal and evaluation of the effectiveness of vocational education personnel at all levels. Most statements presently in effect are addressed to the effectiveness of vocational teachers, with little mention of vocational administrators or support personnel.

"The criteria used for the evaluation of vocational education personnel shall be selected on the basis

of their adequacy in determining how well and to what extent vocational education personnel achieve the objectives of the vocational program. Specific criteria for periodic personnel evaluations shall be developed by professional vocational education personnel at the local and state levels in cooperation with the State Personnel Board."

PERSONNEL SYSTEM MANAGEMENT: encompasses policy statements that concern the operation of personnel development, selection, management, and maintenance systems. State level policies address such matters as Affirmative Action, tenure, collective bargaining, grievance procedures, and health and safety measures.

"Special emphasis will be given to the recruitment and training of ethnic-minority personnel for positions in vocational education. Attention and emphasis will be given to the development of training programs for paraprofessional and other nonprofessional personnel, as career ladders are developed and extended."

RATING SHEET

INSTRUCTIONS:

Draw a circle around the symbol of the response that best indicates your level of acceptance of the principles, policies, and strategies found below. Please return the completed responses to Dr. Clarence Fielstra in the envelope provided as soon as possible so that your responses may be tabulated in time for the next conference. We will give you a completed copy with responses at the conference. Response symbols are as follows:

SR= Strongly Reject, R= Reject, A= Accept, SA= Strongly Accept

PRINCIPLES

- | | | | | | |
|----|---|---|----|-----|--|
| SR | R | A | SA | 1. | Vocational educators must recognize that significant changes are constantly occurring in society, business, and industry, and be prepared to incorporate those changes in their instruction. |
| SR | R | A | SA | 2. | Vocational education must be concerned with the total growth of individuals, to include their social, economic, and psycho-motor development. |
| SR | R | A | SA | 3. | Vocational education should be aware of and substantially contribute to the concept that one's occupation is a major cohesive force in the continuity of one's life. |
| SR | R | A | SA | 4. | Vocational education must recognize that there are various levels of occupational competency and that there are several stages in the occupational development process. |
| SR | R | A | SA | 5. | Vocational education should include actual industry-or occupational-based experience as well as classroom and laboratory instruction. |
| SR | R | A | SA | 6. | Vocational education must be an integral component of any comprehensive, quality educational system. |
| SR | R | A | SA | 7. | Vocational education should have definite, well defined parameters within the total educational system. |
| SR | R | A | SA | 8. | Vocational education should include an integral system of accountability? |
| SR | R | A | SA | 9. | Vocational instruction must be designed to provide for the individual needs and varying abilities and experiences of the students. |
| SR | R | A | SA | 10. | Vocational education teachers should, in addition to professional teacher training, have current work experience and expertise in each field in which they are engaged to teach. |
| SR | R | A | SA | 11. | Vocational guidance implies provision for enabling youth on an individual basis to (1) discover their vocational interests and abilities, (2) receive vocational counseling, and (3) be placed in an occupation for which they have received |

instruction that will enable them to maintain or increase wage earning power.

- SR R A SA 12. Students in vocational education programs should have the opportunity to enter and exit those programs as their specific needs dictate.
- SR R A SA 13. The vocational curriculum should be of direct value to the individual student in relation to competence, economic necessity, and personal satisfaction.
- SR R A SA 14. Vocational curriculum should be of direct value to society in relation to economic stability, supply, and demand of the labor force, and other societal needs.
- SR R A SA 15. Vocational curriculum must reflect the changing attitudes and values of society as well as the changing requirements of business and industry.
- SR R A SA 16. Vocational education should be available to all people of all ages without regard to sex, creed, religion, race, geographical location, or physical or mental handicaps.
- SR R A SA 17. Vocational education should be responsible (1) for delivering to the student a body of usable knowledge relating to actual industrial conditions, processes, organizations, and administration; and for (2) providing the opportunity for the student to gain a saleable skill.
- SR R A SA 18. Vocational education has the responsibility for developing educational options that will benefit students preparing for, upgrading, or retraining for employment.
- SR R A SA 19. A skilled, satisfied worker is an asset to the locality, the State, and the nation, and all should cooperate in paying the cost.
- SR R A SA 20. Vocational education should aim its instruction toward meeting the requirements of entry occupations.
- SR R A SA 21. Vocational education should be evaluated on the basis of objectives, processes, products, costs, and community acceptance.
- SR R A SA 22. Effective vocational education for any profession, calling, trade, occupation, or job can only be given to the selective group of individuals who need it, want it, and are able to profit by it. (Prosser)
- SR R A SA 23. The effective establishment of processed habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises or pseudo jobs. (Prosser)
- SR R A SA 24. To be socially efficient, vocational education must take into consideration the particular characteristics of any particular group which it serves. (Prosser)

- SR R A SA 25. While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit this minimum of per capita cost, vocational education cannot be attempted. (Prosser)

GENERAL POLICIES

It is the Policy of the State of _____ that:

- SR R A SA 1. Vocational education that is realistic in terms of actual or anticipated occupational requirements be provided to all persons able to profit from it.
- SR R A SA 2. Vocational education shall be provided to the extent that all persons graduating from high school will have had the opportunity to obtain a saleable skill or acceptable preparation for planned entry to post secondary education.
- SR R A SA 3. A broad scope of vocational education programs be provided for youth and adults that will enable them to be prepared for, retrained, or upgraded in recognized occupations and in new and emerging occupations, excluding any program designed to prepare for employment in occupations which are determined and specified by regulation to be considered professional or which require a baccalaureate or higher degree.
- SR R A SA 4. Vocational education programs in the State recognize and provide for the total growth of all individuals, to include ethical, aesthetic, social, economic, and psycho-motor development.
- SR R A SA 5. Vocational education is an integral component of the total education system.

POLICIES - PROGRAM DEVELOPMENT

It is the policy of the State of _____ that vocational education programs:

- SR R A SA 1. Be developed and revised that reflect societal, economic, and occupational changes.
- SR R A SA 2. Be provided that allow students to enter, progress, and exit as their specific needs dictate.
- SR R A SA 3. Be developed in cooperation with the State and National Departments of Labor in order to insure that the curriculum is of direct value to society in relation to economic stability and supply and demand of the labor force.

POLICIES - PERSONNEL DEVELOPMENT

It is the policy of the State of _____ that:

1. All vocational education personnel (teachers, supervisors, and administrators) shall:

SR R A SA

- a) be occupationally proficient in the area in which they instruct or supervise;

SR R A SA

- b) be capable of performing vocational instruction; and

SR R A SA

- c) possess actual work experience beyond the learning period in their field of instruction or supervision.

POLICIES - FINANCE AND LEGISLATION

It is the policy of the State of _____ that:

- SR R A SA 1. All levels of government cooperate in paying the costs of vocational education.

POLICIES - QUALITY CONTROL

It is the policy of the State of _____ that:

- SR R A SA 1. Vocational education programs be evaluated on the basis of the degree to which stated objectives are met, the processes used to meet the objectives, the quality of the graduates, the costs of the programs, and the degree of community acceptance of the program.

- SR R A SA 2. Program evaluation be an integral part of the state's vocational education program.

STRATEGIES

- SR R A SA 1. Involve people that will be affected in the developmental process, such as staff, LEA people, advisory groups, labor blocks, and special interest groups. This automatically becomes a vehicle for adoption.
- SR R A SA 2. Put a program or proposed policy into practice. Once it's established, it can be easily translated into policy.
- SR R A SA 3. Make the decision-maker think that the proposed policy is their idea.
- SR R A SA 4. Expose decision-makers to exceptional or successful programs or practices of the type which we want policy adopted in or for.
- SR R A SA 5. Conduct luncheon meetings with legislators or Advisory Councils at vocational high schools and serve a regular cafeteria lunch.
- SR R A SA 6. Use films or the printed word as a mode for delivering annual reports to the decision-makers.

- SR R A SA 7. Subject the proposed policy to testing and let it stand. If it's feasible, the media will publicize it for us.
- SR R A SA 8. Be honest and stay on professionally sound ground, and the media will then pick it up and do us a service.
- SR R A SA 9. Develop leaders that embody all of the qualities of honesty, frankness, etc.
- SR R A SA 10. Present options and consequences of each proposed policy to the policy-making body.
- SR R A SA 11. Tell the decision-makers about vocational education problems and make recommendation as to the solutions.
- SR R A SA 12. Report to legislatures, both formally and informally.
- SR R A SA 13. Get the legislature to sponsor a report after pointing out to them how it will benefit them, as well as the profession, the students, and the State.
- SR R A SA 14. Know the staffs of the legislators and have them relay information or proposals to their employers. (Grapevine)
- SR R A SA 15. Have individual constituents make social contacts with their legislators.
- SR R A SA 16. Write bills for the legislature, or legislators.
- SR R A SA 17. Use professional associations as lobbyists.
- SR R A SA 18. Present "File folders" of information to legislative staff.
- SR R A SA 19. Have testimonials from students or graduates of programs (or their families) made to boards of decision-makers.
- SR R A SA 20. Organize employer appreciation banquets (hosted by students) with legislators et al. present.
- SR R A SA 21. Hold state advisory council meetings at schools where students make presentations and discuss vocational education with council members.
- SR R A SA 22. Thank the legislators for their good efforts. Have them dedicate facilities, programs, etc. Maintain contact with the decision-makers.
- SR R A SA 23. Put vocational education "on display" at State fairs or expositions.
- SR R A SA 24. Give "State-of-the-State" messages to legislators at breakfast presentations in Washington, D.C.
- SR R A SA 25. Invite Governors' education liaison person or educational cabinet. Observe and participate in vocational education functions.
- SR R A SA 26. Utilize the efforts of organizations made up of major associations or groups for education that formulate statements of educational desires, to lobby and influence such groups as the legislature, State Boards of Education, PTA, NEA, etc.

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RECRUITMENT, SELECTION, AND EMPLOYMENT

Among other things, this category includes the skills prospective personnel must possess; the process used in selection; and often, hiring, employment, and dismissal criteria.

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This category contains policy statements that concern the operation of personnel development, selection, management, and maintenance systems. State level policies address such things as Affirmative Action, tenure, collective bargaining, grievance procedures, and health and safety measures.

Special emphasis will be given to the recruitment and training of ethnic-minority personnel for positions in vocational education. Attention and emphasis will be given to the development of training programs for paraprofessional and other nonprofessional personnel, as career ladders are developed and extended.

Finance

TO: Policy Making Strategies Seminar Participants
FROM: J. Lyman Goldsmith and Staff
DATE: May 21, 1975
SUBJECT: May Packet and Check List

Two to go! With lots to do! The Dallas-Fort Worth Airport Marina Hotel seminar on 'Personnel Development' was a high for the project. We are really working as a group. Please return a marked 'Rating Sheet' to Clarence Fielstra as soon as possible. Your judgement has 'weight'!

Your seminar evaluations have shown that we've all made adjustments and improvements. All comments related to the Dallas seminar were favorable.

At the Dallas Seminar you received-

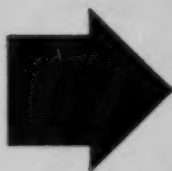
- a copy of Merle Strong's presentation
- a copy of the Janus Report
- Categories of Policy Statements (Personnel)

This mailing includes-

- Seminar Goals and Objectives
- Current Issues-Finance and Legislation
- Rating Sheet (Return to Clarence Fielstra)
- Bibliography-Finance and Legislation
- Hotel Folder and Reservation Card (Send card to Hotel)

We will be seeing all of you at the Sheraton Hopkins Airport Hotel (Cleveland) on Tuesday and Wednesday, June 10 and 11, 1975. Dr. Erick Lindman, our Finance Resource Person, will lead things off at 9:00 AM on Tuesday. Question and Answer will follow as will individual work sessions. Bill Lucas will make a presentation on Legislation at 9:00 AM on Wednesday; a panel discussion, Question and Answer period, and work session will follow, with adjournment scheduled for 4:30 PM.

RIGHT NOW.....WHILE YOU THINK OF IT.....CHECK OUT TIME!



FILL OUT YOUR 'RATE SHEET' AND MAIL TO CLARENCE FIELSTRA

FILL OUT YOUR RESERVATION CARD AND MAIL IT TO THE HOTEL

PREPARE FOR THE NEXT SEMINAR...bring along some material to share--bring your ideas and enthusiasm!

POLICY MAKING STRATEGIES FOR VOCATIONAL EDUCATION

SITE Sheraton-Hopkins Airport Hotel-Cleveland

DATE June 10-11, 1975

TOPIC FINANCE AND LEGISLATION SEMINAR

Tuesday, June 10

9:00AM.....Announcements - Staff
Report on Dallas Evaluation Sheets - Fielstra
Report on Rating Sheets - Fielstra
Presentation - FINANCE - Dr. Erick Lindman
Question and Answer Session

10:15AM.....Coffee Break

12:00 N.....Luncheon

Small Group Work Sessions

6:30PM.....Dinner
Small Group Sessions

Wednesday, June 11

9:00AM.....Presentation - LEGISLATION
Dr. William Lucas
Los Angeles Unified School District
Small Group Sessions

12:00 N.....Luncheon

Small Group Sessions

4:30PM.....Adjournment

Policy-Making Strategies For Vocational Education



Finance and Legislation

GOALS AND OBJECTIVES - FOURTH CONFERENCE

OBJECTIVES

1. Determine principles that may be used as rationale for policy relative to financing vocational education.
2. Develop policies for the financing of vocational education that are consistent with the above principles and have sound political, social, economic, and philosophical bases.
3. Determine principles and policies relative to vocational education's role in shaping and influencing federal and state legislation.

GOALS

1. That you become aware of and supplement your knowledge of existing and proposed methods of financing and accounting in vocational education.
2. That you develop a better understanding of the formal and informal legislative processes at both the state and national levels, and through this understanding
3. That you become more aware of the opportunities for influencing and shaping the legislation under which we operate vocational education.

Policy-Making Strategies For Vocational Education



Finance and Legislation

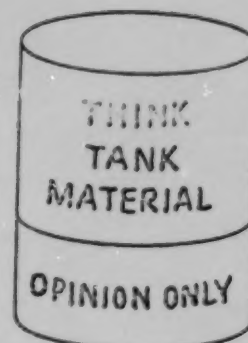
SOME POLICIES PRESENTLY IN EFFECT AT THE STATE LEVEL

1. School districts which are financially unable to provide facilities and equipment for a program of occupational education or which have fewer than the required number of students to maintain the vocational unit will be eligible to enter into contracts with eligible educational institutions for the instruction needed.
2. The State Department of Education and the Chancellor's Office of the Community Colleges (or the appropriate agencies) shall annually consummate an inter-agency agreement for the purpose of providing financial support for the staff services to be provided by the Division of Occupational Education of the Chancellor's Office for the supervision and conduct of federally aided vocational education in the Community Colleges. Such financial support shall be provided from funds that accrue to the state from the federal vocational education acts.
3. The State Board, upon recommendations of the Joint Committee on Vocational Education, will allocate funds to local educational agencies in accordance with the percentage requirements of the act(s) in effect. The amount of monies to be allocated will be divided between secondary and postsecondary jurisdictions on a residual-cost basis.
4. Special accounting procedures will be established to maintain procedures and records which clearly discriminate among receipts, disbursements, and balances of the several funds and sources utilized.
5. Current manpower needs and job opportunities in the various occupational categories will determine priority in funding.

Policy-Making Strategies For Vocational Education



Finance and Legislation



SOME CURRENT ISSUES IN VOCATIONAL EDUCATION

Costs of Vocational Education

Vocational education programs nearly always cost more to operate and maintain than do liberal or academic programs. Federal money has helped to maintain vocational programs in the past and will probably continue to do so in the future, but, not being exempt from the effects of a recession and the public demand for more efficiency in government, we must find ways to account for and cut costs. The actual costs of vocational education must be determined before economizing can be accomplished, and vocational education has not been known for pioneering effective cost accounting systems. Lindman (1970) points out that in order to determine the cost of vocational education, it is necessary to classify all current public school expenditures into the three categories of direct and indirect costs of instructional programs and costs not charged to instructional programs--three categories not completely compatible with the nine major accounting classifications recommended by the U. S. Office. It appears that it may be necessary to have a separate system or method of determining the costs of vocational education. Once actual costs are determined, they can be scrutinized and analyzed for effectiveness, making the task of economizing easier. It has long been believed that effective vocational education aids in the creation of an enlightened and more efficient work force. Is it time to adopt policy that will reflect that enlightenment and efficiency at home?

Other considerations or questions that might be considered when developing policy for the funding of vocational education are: Should vocational administrative staff be funded separately from other administrative staff? What effect should or does the state tax structure have on vocational policies? What policy should the state have concerning the administration of federal priority programs? What are the policy implications of new and emerging systems of accountability being requested by legislative bodies?

Vocational Legislation

A writer in a national journal recently charged that vocational educators do not help shape the legislation and policy that governs their work, but instead merely react to what is imposed on them. A glance at the history of vocational education will show that in most cases (i.e. the panels preceding VEA '63 and '68) the opposite has been true. Nevertheless, there have been and are times when we have requirements and programs foisted upon us by legislative bodies without having been consulted or involved in the planning process.

Vocational education has contributions to make in areas such as prison reform, industrial development, welfare, and civil rights, yet how often are we asked or do we volunteer our services in planning or operating programs in those areas? What implications for policy are there in the charge that we react to legislation rather than shape or influence it?

What role can or should vocational education play during periods of economic recession or energy shortages? How should state policy and legislation deal with the institutional vs. program conflict currently being waged between secondary and post-secondary institutions?

Recognizing that vocational education is a vital part of career education, does a policy need to be developed to further delineate the differences between and the responsibilities of career and vocational education? Should there be a policy dealing with the commingling of career and vocational education funds?

How can vocational education evaluate current and proposed legislation, and what effects can or should these evaluations have on policy?

"Current Issues" is prepared for each conference by Paul Bott, project staff member. Its intent is to provoke thought on controversies/issues facing vocational educators.



Finance and Legislation

BIBLIOGRAPHY

Hawkins, Layten S., Prosser, Charles A. and Wright, John C.
Development of Vocational Education. Chicago: American
Technical Society, 1951, 656 p.

A classic in the history of vocational education, this book, by three of the most influential leaders vocational education has had, contains a delineation of the important factors that influenced the policy-making, the planning, organizing and administration of vocational education during the formative years.

Lindman, Erick L. Financing Vocational Education in the
Public Schools. 1970, 240 p. (ED 052517)

Report of a National Educational Finance Project study that had as its objectives: (1) assess the need for vocational education; (2) to project the cost of vocational education in 1980; and (3) to describe the allocation of Federal Vocational education funds. Details of method of projecting the costs of vocational education.

Financial Support for Vocational Education in the
Public Schools. September 1972, 213 p. (ED 069927).

Final report of a three-year study pertaining to financial support for vocational education. Includes suggestions for (1) administering federal and state grants-in-aid; (2) procedures to project the annual cost of replacing equipment; (3) cost effectiveness analysis for evaluation purposes; (4) conducting follow-up studies; and (5) apportioning categorical aid funds among local schools.

McNamara, James F. A Mathematical Programming Model for the
Efficient Allocation of Vocational-Technical Education Funds.
1970, 92 p. (ED 047115).

Developed to provide the Pennsylvania State Board of Education with complete information for evaluating

decisions about the efficient allocation of vocational education funds to local school districts. Provides a generalizable procedure that can be applied to all the labor markets in a state.

National Conference on School Finance: Proceedings., April, 1966, 164 p.

This report consists of 24 papers dealing with local-state-federal partnerships in school finance. Primary focus is on the development of techniques to ease critical areas of the intergovernmental relationship. Topics covered include (1) coordination of the school support programs of the three governmental levels, (2) development of specific programs stimulated by new federal legislation and funds, (3) research in the theory of and techniques for working with state and local legislative bodies, and (4) modernization of school finance programs.

Prosser, Charles A. and Quigley, Thomas H. Vocational Education in A Democracy. Revised Edition. Chicago: American Technical Society, 1949, 575 p.

A revision and updating of an earlier work by Prosser and Allen in which they advocated certain principles and policies of both regular and vocational education.

Swanson, J. Chester. Development of Federal Legislation for Vocational Education. Chicago: American Technical Society, 1966, 120 p.

A compilation of several chapters of an earlier work by Hawkins, Prosser and Wright with material added, this volume contains a concise history of economic, social, and political events leading to the passage of all federal vocational education legislation from the Smith-Lever Act to VEA 1963.

RATING SHEET

INSTRUCTIONS:

As you did on the previous rating sheets, draw a circle around the symbol of the response that best indicates your level of acceptance of the principles and policies found below. Please return the completed responses to Dr. Clarence Fielstra in the envelope provided as soon as possible so that your responses may be tabulated in time for the next conference. We will give you a completed copy with responses at the conference. PLEASE RESPOND IMMEDIATELY.

Response symbols are as follows:

SR= Strongly Reject, R= Reject, A= Accept, SA= Strongly Accept

PRINCIPLES - PERSONNEL DEVELOPMENT

- SR R A SA 1. Vocational education teachers should, in addition to professional teacher training, have current work experience and expertise in each field in which they are engaged to teach.
- SR R A SA 2. The type of training given to prospective teachers and administrators of other areas of education will not serve to adequately prepare them for service in vocational education programs.

POLICIES - PERSONNEL DEVELOPMENT

It is the policy of the state of _____ that:

- SR R A SA 1. All vocational education personnel, including teachers, supervisors, and administrators, have an individualized plan of personal professional development that will be revised as needed and pursued with professional integrity.
- SR R A SA 2. The state will set and periodically review standards for vocational education personnel which include minimums of capabilities in the areas of content; recency of experience in the field to be taught or supervised; the ability to teach; and in the maintenance and improvement of these capabilities.
- SR R A SA 3. Preservice education of teachers will be conducted through teacher education programs of designated public universities or colleges and may be conducted on graduate or undergraduate level for college credit or certification purposes.
- SR R A SA 4. The State Board of Education and the Board of Governors (or other appropriate agencies) are responsible for the implementation and maintenance of adequate programs of vocational teacher preparation in all occupational fields and the consumer and homemaking education field. Such preparation

shall be provided to persons who meet the qualifications to prepare themselves as teachers, supervisors, directors, counselors, or administrators.

- SR R A SA 5. All professional personnel in vocational education at the state and local levels must be properly certified by the State Commission on Teacher Preparation and Licensing or the Board of Governors, whichever is appropriate.
- SR R A SA 6. The responsibility for the recruitment and selection of candidates for the State Board staff be performed by the State Personnel Board, following the rules and regulations of the state civil service system. The State Personnel Board will classify all vocational education staff positions and salaries as determined by the State Personnel Board, the State Department of Finance, and the Legislature.
- SR R A SA 7. Recruitment, selection, and employment of vocational education personnel will be consistent with current affirmative action policy.
- SR R A SA 8. A periodic needs assessment of vocational education personnel shall be conducted.
- SR R A SA 9. An appropriate program for orienting new personnel to the agency/system shall be maintained at all levels of the vocational education system.
- SR R A SA 10. The state shall provide necessary support services to the personnel orientation programs at all levels.
- SR R A SA 11. The State Board staff (or other appropriate agency), in cooperation with accredited teacher-education institutions, local educational agencies, professional and other organizations, and business and industry, will provide opportunities for the professional development and improvement of vocational education personnel.
- SR R A SA 12. The state shall have a certification policy which provides for maintaining and strengthening occupational currency and instructional competency.
- SR R A SA 13. The development of instructional competencies shall be the shared responsibility of the individual, the local educational agency, the state and teacher training institutions.
- SR R A SA 14. The state shall have a program to develop leadership personnel for vocational education.
- SR R A SA 15. The state shall have a program to (1) prepare state and local level vocational education administrators, and (2) to update their skills as necessary.

- SR R A SA 16. The state shall have a program to determine, maintain, and improve the competencies of vocational teacher educators.
- SR R A SA 17. Inservice training may be conducted by vocational teacher educators, vocational supervisory personnel, or other appropriately designated persons. Such inservice training will be provided through conferences, workshops, and regular programs of supervision by approved teacher education centers, or through contractual arrangements between the Division of Vocational Education and the agency providing the service.
- SR R A SA 18. The state shall provide support for programs to develop competency in vocational education among persons in related areas planning to work in a vocational program at the local, or state level.
- SR R A SA 19. Inservice education programs will be conducted on a continuing basis for all vocational education personnel in the state.
- SR R A SA 20. Inservice programs will be designed to increase occupational and consumer and homemaking education competence as well as professional competence. The participation of business and industry will be encouraged in those programs designed to improve the occupational competence of personnel, with such personnel receiving actual experience in business and industry whenever this is appropriate and feasible. Accredited teacher education institutions will be encouraged to develop and offer regular and short-term sessions designed for the development of vocational education personnel.
- SR R A SA 21. Evaluation of the inservice programs will be provided for and conducted by the State Board staff (or other appropriate agency). Evaluations will determine if the standards prescribed by the state plan and performance obligations contained in the cooperative agreements are being met.
- SR R A SA 22. The State Board staff, in cooperation with teacher training personnel and local educational agencies, is responsible for evaluating annually the requirements for the certification of vocational education personnel and the content and/or methods of teacher education in order to ensure an adequate supply of qualified personnel commensurate with changing needs in vocational education.
- SR R A SA 23. The Board of Education and the Board of Governors review and modify or make recommendations for modification of certification requirements whenever, in their judgment, the recommendations of their professional staffs indicate additions or modifications that are necessary or desirable.

- SR R A SA 24. Appropriate consideration in the form of salary rewards and fringe benefits will be given to vocational education personnel for their professional preparation, years of service and occupational competence.
- SR R A SA 25. Periodic appraisal and evaluation of vocational education personnel will be conducted through the cooperation of local and state personnel.
- SR R A SA 26. The criteria used for the evaluation of vocational education personnel shall be selected on the basis of their adequacy in determining how well and to what extent vocational education personnel achieve the objectives of the vocational program. Specific criteria for periodic personnel evaluations shall be developed by professional vocational education personnel at the local and state levels in cooperation with the State Personnel Board.
- SR R A SA 27. The state will recognize vocational education personnel development as an essential element in the provision of vocational education and will maintain a management system for delivery of a realistic program of vocational education personnel development to include;
- (a) Continuing assessment of present and future needs;
 - (b) Identification of alternate agencies, institutions and strategies, that can serve those needs;
 - (c) Services delivered and the delivery method;
 - (d) Priority programs; and
 - (e) Evaluation and feedback.

FINANCING VOCATIONAL EDUCATION

IN PUBLIC SCHOOLS

Erick L. Lindman

The idea that public schools should accept responsibility for aiding all youth to develop saleable skills is not new. Reflecting the prevailing opinion of educational leaders in 1918, the Commission for the Reorganization of Secondary Education declared:

This ideal (vocational education in public schools) demands that the pupil explore his own capacities and aptitudes, and make a survey of the world's work, to the end that he may select his vocation wisely. Hence, an effective program of vocational guidance in the secondary school is essential. . . .

To achieve satisfactory results, those proficient in that vocation should be employed as instructors and the actual conditions of the vocation should be utilized either within the high school or in cooperation with the home, farm, shop, or office. Much of the pupil's time will be required to produce such efficiency.

The high priority advocated for vocational education in public high schools was reiterated by the National Association of Secondary School Principals in 1953, when it identified the "Ten Imperative Needs of Youth" the first of which was:

All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

Despite these and subsequent statements declaring vocational education to be a responsibility of public schools and a common need for all youth, American high schools continue to devote most of their efforts to the college preparatory program, neglecting vocational education. This condition is due partly to the high cost of many types of vocational courses and partly to parental resistance to enrolling their children in vocational programs. To many parents, enrollment of a student in vocational education means foreclosing his opportunity to attend a college or university.

The dilemma of the American comprehensive high school is quite clear. If a student devotes most of his efforts in high school preparing for a job which does not require a college degree, he may forfeit the opportunity to enter a four-year college--but he has a good chance of getting a job upon graduation from high school. On the other hand, a student who shuns vocational courses in high school and concentrates on the college preparatory program may find this road closed to him for lack of academic aptitude or money--in which case he is thrown upon the labor market without adequate training.

One way the public school system has sought to resolve this dilemma is to make it possible to postpone career choices until after graduation from high school. With this approach, vocational education is centered in postsecondary schools, mainly community colleges. The choice between vocational education and college transfer work comes two years later, when a student presumably is in a better position to make a choice. Although this plan is satisfactory for many young people, it is entirely unsatisfactory for students who find the college preparatory program irrelevant. Often these students drop out of high school unless they

are given the opportunity to learn to use tools that will help them find employment.

The drop out problem and the growing recognition that college degrees often do not lead to satisfactory employment, are making vocational education and industrial arts courses more acceptable to high school youth. If this anticipated increased demand is accompanied by a sound plan for financing the development of vocational education programs, the outlook is good.

The Federal Role

The federal government's concern for vocational education stems in part from its concern for full employment. The latter responsibility cannot be accepted without assurance that vocational education is available to help the labor force acquire the skills needed for a changing technology. To provide this assurance, the federal government has chosen to stimulate, with categorical grants-in-aid, the development of vocational education programs in public high schools, adult schools, and post-high school institutions.

The amount of the federal contribution should be directly related to national goals for vocational education. Broadly stated goals, such as, "Every young person should have a saleable skill when he completes his formal schooling," are too general and do not indicate the amounts of resources needed to achieve the goal.

It would also be unwise to develop national quotas for numbers of persons to prepare for designated occupations in each state. National goals for vocational education need to be specific enough to permit valid cost estimates without destroying the freedom of choice which

characterizes the American economy. A suggested national goal at this time is that vocational education should be available to 50 percent of all public school students.

However, it is not enough to specify the percentage of all students for whom vocational education should be available. The national goal should also indicate what fraction of the average vocational student's total school time needs to be devoted to such courses. In this analysis goals are formulated for the traditional 12 grades. On this basis, it is suggested that the students enrolled in vocational courses should spend an average of one full year, or one-twelfth of their total schooling, in such courses. This may be accomplished by spending half-time in vocational courses for two years, or quarter-time for four years. With this national goal, approximately one-half of all public school students would spend the equivalent of one full year in vocational courses.

To implement this goal, it is suggested that the federal government contribute the additional cost incurred by public schools for offering this amount of vocational education instead of the less expensive general or college preparatory instruction. To estimate the amount required annually for this purpose, it is necessary to know the percent by which the average cost per student in vocational courses exceeds the corresponding cost per student in general education courses in public schools. A number of studies have been conducted to determine this percentage, with most findings varying between 60 and 90 percent. For the purpose of estimating the additional or excess cost incurred by public schools to meet the suggested national goal, it is assumed that the average cost per student in vocational courses exceeds the corresponding cost for general education by 60 percent.

Using these estimates it is possible to estimate the fraction of the national total expenditures for public elementary and secondary education required to pay the additional cost of vocational education courses. This fraction is calculated from the following formula:

$$F = \frac{P_1 \times P_2 \times P_3}{1 + P_1 \times P_2 \times P_3}$$

- P_1 = the percent of all public school students who receive some instruction in vocational courses.
- P_2 = the percent of school time that vocational students spend in vocational courses based upon 12 years of schooling.
- P_3 = the percent by which the average cost per student in vocational courses exceeds the corresponding cost for general education in public schools.

Using the values for P_1 , P_2 and P_3 estimated above, the percent of the total cost of public elementary and secondary education required to pay the additional cost of vocational education courses would be:

$$F = \frac{1/2 \times 1/12 \times 3/5}{1 + 1/2 \times 1/12 \times 3/5} = .025\% = 2.5\%$$

During the 1974 school year the total amount spent for public elementary and secondary education was approximately \$50B. Based upon this total, the additional cost of vocational education courses would be \$1.25B. This is the amount which would be required from federal sources

to meet the suggested national goals if the federal government were to pay the additional cost of vocational education in public schools. This approach assumes that local, state, and federal funds allotted for the general support of public schools are available for vocational courses and only the additional cost of such courses is to be supplied as a federal categorical aid.

State Administration of Vocational Education Funds

The federal funds, along with supplementary state funds for vocational education, must be distributed among local school systems. This process raises two difficult questions: (1) how should the approved cost of vocational education in a local school system be determined, and (2) after the cost is determined, what part of it should be contributed from federal and state funds appropriated for vocational education?

To determine the approved cost of vocational education in local schools systems, a three component formula is recommended. Under this formula, the total current cost of vocational education is composed of three components:

1. An amount for the salaries of vocational teachers, based upon the amounts due them under an approved salary schedule plus an additional percentage for salaries of substitutes (sick leave) and other fringe benefits. For this purpose, a state salary schedule, or an approved local salary schedule, may be used. To determine the amount in this allotment, it is necessary only to identify the full-time equivalent number of vocational teachers and supervisors and the salaries they receive under

the approved schedule. The amount calculated in this manner would be increased by a state standard percentage (say 10 percent) to cover costs of fringe benefits.

2. A standard support component equal to the state average current expenditure (excluding teachers' salaries, pupil transportation, student services, and community services) per teacher. Under this allotment, all high schools or postsecondary schools in the state would receive the same amount per vocational teacher, and the amount would be based upon the state average expenditure per teacher in all classrooms in the state.
3. A special support allotment based upon unusual costs incurred in maintaining vocational shops and laboratories. The amount allowed for this purpose would be determined separately for each program and would include amounts needed to replace obsolete instructional equipment.

Using this three-component formula, the total cost of the vocational education program in each local school district should be determined. From these amounts should be deducted general state aid, or foundation program amounts, earned by the vocational education programs. The difference between the total approved cost of the vocational education program and the amount of general state aid earned by it, is the residual cost of the program. This is the portion of the cost of vocational education not provided for in the general state school support system, and it should be the basis for categorical aid payments to local school systems for vocational education.

After the residual cost of approved vocational education programs has been determined for each local school system, the state has several

reimbursement options. The selection of the appropriate option depends upon the state's overall approach to public school finance.

One option is to reimburse all school districts for the full amount of the residual cost from federal and/or state funds appropriated specifically for vocational education. This approach to financing vocational education would be especially appropriate for states in which there is no local tax for public schools. Although there is only one such state at present, other states are moving in this direction. If local property taxation is to be retained and equalized, then reimbursement of a part of the residual cost from federal and state sources is recommended, using a variable reimbursement percentage which is inversely related to the assessed valuation per student of school districts.

Although there are many different formulas for computing the state-federal share of the residual cost of approved vocational programs, only two are presented in this paper. In one, a school district of average taxable wealth per student would be entitled to a 60 percent state contribution; in the other, the state's share for a school district of average wealth would be 80 percent of the approved residual cost. In both formulas the state contribution rate is inversely related to the taxable wealth per pupil of the school district divided by the state average taxable wealth per pupil. Representing this quotient by the letter Q, the formulas are:

$$(A) \text{ State Percent} = \frac{4 - Q}{4 + Q}$$

$$(B) \text{ State Percent} = \frac{9 - Q}{9 + Q}$$

The following table shows the state reimbursement rates for school districts with different amounts of taxable wealth per pupil varying from $1/4$ of the state average to 2 times the state average ($Q = 1/4$ to $Q = 2$):

Taxable Wealth Index (Q)	State Contribution Rates	
	Under A	Under B
$1/4$	88%	95%
$1/2$	78	89
$3/4$	68	85
1	60	80
$1 \frac{1}{4}$	52	76
$1 \frac{1}{2}$	45	71
$1 \frac{3}{4}$	39	67
2	33	64

Under this plan the staff of the state Board for Vocational Education would review and approve the residual cost of vocational education programs in each school district and then apply the appropriate reimbursement percent to determine the state contribution. Low wealth school districts would receive nearly 100% of the cost of vocational education programs from state and federal sources; high wealth districts would receive less. This approach to financing vocational education is consistent with the trend toward greater financial equalization among school districts and more precise determination of program costs.

ELL:TA

GUIDELINE NOTES FOR REMARKS ON "EFFECT OF STATE ADVISORY COUNCILS
ON PERSONNEL DEVELOPMENT"

Alton D. Ice, Executive Director
Advisory Council for Tech-Voc. Education in Texas
May 13, 1975

The Advisory Council for Technical-Vocational Education in Texas has some unique aspects, at least we think they are somewhat unique. These include:

- The first SACVE to be given state agency status under state statute
- In addition to the annual report/recommendations made to the State Board of Education which is transmitted to the U. S. Commissioner of Education and the National Advisory Council on Vocational Education, the council makes statutory reports to the Governor annually and to the state legislature biennially.
- The twenty-one members of the council are recommended by the Governor, appointed by the State Board of Education and confirmed by the State Senate for six year staggered terms.
- The State Education Agency provides office space and supporting services that include, printing, postage, telephone, supplies, etc.
- The council has concentrated its resources on staff, with a minimum of outside research activities. The council has a staff of three professional and three administrative. We have had three EPDA interns and now have a VOE student in training.
- The council was given a rather broad mandate in state legislation in 1969. The general purpose of the council includes the following: "To establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state"
- The council has fourteen specific statutory responsibilities that incorporate the requirements of PL 90-576.

We are reminded quite frequently of admonitions early in our experiences that serve to keep us in an advisory role. Mr. Hugh Calkins of Cleveland, Ohio and the Chairman of NACVE in 1969 stated in the first joint N/SACVE meeting that "Advisory Councils should say what they think and feel without regard to statute, policy or administrative procedure and leave the implementation of recommendations to the law makers, policy makers and administrators." The Chairman of the State Board of Education in Texas for several years, Mr. Ben Howell, said "An Advisory Council is a creature with a very large head and very small hands". Mr. Howell was chairman of the State Advisory Council on Vocational Education prior to 1969 when he was Vice-Chairman of the State Board of Education.

Advisory Councils on Vocational Education are required under federal guidelines to conduct annual public forums. Our Council has conducted two Governor Conferences, Fourteen Regional Hearings in 1971, and forty four Community Conferences in 1972 and 1974 and a State Forum in 1975. Every effort has been made to involve a broad cross section of citizens in these public forum activities. I would estimate that our educator/non-educator ratio of participation has been about 55:45. In the forum activities in the regions and communities we start developing these through the local board of education and the local chamber of commerce with suggestions for involvement of community organizations and groups. We believe that with this broad base of input that we can generalize from the input we get.

In addition to the public forum activities mentioned above the council has about eight meetings annually, of which four are outside of Austin, and we try to involve community members when we meet around the state. Also, we conduct other forum activities, such as State Plan forum, in 1972 and 1974; we had a hearing on teacher education in 1971 I believe; a public hearing on the role and scope of institutions, and similar special concern hearings.

I will just mention that the council staff and council members are involved in a great variety of activities with organizations, groups and individuals with a concern in the broad human resources field. Would be glad to elaborate if you are interested in specifics.

I should say that our council has been designated by the State Board of Education as the State Advisory Council on Adult Education in response to state statute that was passed two years ago. Also, the council is represented on the State Manpower Services Council and the 1202 Commission.

The Advisory Council has submitted five annual reports and the recommendations contained in these reports are grouped under nineteen headings and there are about 140 elements in the recommendations and approximately 30% involve personnel development in one way or another.

Some of these recommendations have had policy implications. Some have been very effectively implemented, some are in the process and others are dormant. I would like to review some of these with you with my version of what their impact upon policy has been.

- In the first council report in 1970, a redirection of the education system was called for to give balance to the emphasis in education for "living" and "making a living". The council recommended conferences throughout the state with decision makers, pre and inservice education activities for education staff and faculty. Particular emphasis has been placed such activities for guidance service personnel
- Of particular concern was School Administrators. The council recommended seminars for school administrators and in 1972, ten such seminars were conducted throughout the state. It was recommended that school administrators develop vocational administration competencies in preparation programs. In June 1972 the State Board of Education revised the preparation and certification program for school administrators and included competencies in vocational education. We were pleased with this action, but have not been overwhelmed with the response or lack of response by some institutions responsible for these programs. We will do another followup this year.
- The Council recommended internship programs for vocational educators in the state, and we now have one institution and one consortium of institutions that have EPDA programs with internships as a part of the program.
- The Council recommended the development of consortium of institutions and at least two such consortia are in operation.
- The amount of geography in our state boundaries made it difficult for many of our vocational teachers to go to one or two institutions for certification courses. This program has been expanded to several institutions and we are also getting certification courses and other professional development activities offered in most parts of the state. Also, we believe the transfer of credits has been liberalized considerably.
- The Council has consistently recommended a closer working relationship between education and industry. Several months ago a State Advisory Council for Industry/Business and Education Personnel Exchange was formed and has done an outstanding job with over 100 exchanges having taken place during 1974. The program is now in question because of funding problems. We think the recommendation of the group for extended contracts for professional development may eventually become law and policy.
- The Council has recommended four times the development of policy/law that would give credit for pay purposes to teachers that have eligible work experience that is related to their teaching field. This has not been supported by the State Board of Education consistently. Legislation is now pending that would make this provision for T&I teachers, but its future is questionable at this time.
- Recommendations have been made to use postsecondary resources for inservice activities for vocational teachers. These resources are

laboratories that prepare individuals for work and also have the benefit of local advisory committee guidance.

- The Council recommended a position in the Department of Occupational Education and Technology to enhance the coordination of pre/in-service vocational teacher preparation within the Department as well as with the universities and the local educational institutions. This position was established and is functioning.
- The Council has made several recommendations with regard to the professional development of vocational administrators and supervisors at the local level. During the last year two rather substantive conferences have been conducted and we understand others are planned. These have endeavored to strengthen these ancillary personnel in several aspects of their responsibility. Some specific concerns of the Council were in the areas of (1) effective utilization of local advisory councils; (2) labor market information; (3) the image of vocational education in the community and the effective identification within the community of vocational needs and resources; and (4) the role of the administrator/supervisor as an instructional officer.
- The Council has for several years spoken to the needs of special populations and the development of competencies of ancillary and instructional personnel to address these needs.
- The Council has made a recommendation regarding the dichotomy between credentialing of technical-vocational teachers at the secondary and postsecondary levels. This problem has not been addressed to any great extent by policy makers.
- The Council recommended in 1971 that vocational teachers be utilized in support of information, orientation and similar career development activities as time will permit. This recommendation was not well received by policy makers.
- Since 1971 the Council has encouraged the development of bilingual vocational education programs, which would involve substantial professional development activities. A few bilingual vocational programs have been conducted in some parts of the state, but expansion is urgently needed.
- The Council has supported a statewide comprehensive technical-vocational curriculum and materials system to enhance the instructional programs of the state. Various aspects of the system have been implemented and during 1975 the State Board of Education appointed a advisory committee to assist in the direction of such a system.
- During 1974 the Council recommended the strengthening of the planning and evaluation activities of the state and local leadership in vocational-technical education. Some recommended funding levels are now pending before the state legislature for planning and evaluation.

It is my personal contention that advisory councils can be helpful to policy makers in identifying and to some extent describing items for policy consideration. However, I further contend that the policy makers and administrators should

p. 5, Remarks of Alton D. Ice, May 13, 1975

be those to best adapt such policy changes to the program. Usually advisory councils do not have the expertise, resources nor time to effectively assimilate needed changes into the existing policy.

Advisory Council do have an important role to play. The Congress mandated this and in our State the Legislature further supported the federal mandate. Consequently it would seem that Advisory Councils should be accepted as one of the actors on the stage of shared decision making. Each of us have a peculiar role, but all should be complimentary to the goals of technical-vocational education.

Thank you.

Quality Control

TO: Policy Making Strategies Seminar Participants
FROM: J. Lyman Goldsmith and Staff
DATE: June 20, 1975
SUBJECT: June Packet and Check List

You judged the Cleveland seminar on Finance and Legislation as the best yet! The way we are working as a group indicates that the Atlanta seminar will be even better.

Project-related materials that you received at the Cleveland seminar included:

- a copy of Erick Lindman's remarks
- Policies Presently in Effect
- Alton Ice's remarks from the Dallas seminar
- a copy of Paul Briggs' Congressional testimony

This mailing includes:

- Atlanta Seminar Goals and Objectives (Green)
- Current Issues - Quality Control
- Bibliography - Quality Control
- Rating Sheet (Return to Clarence Fielstra)
- Categories of Policy Statements (Green)
- Hotel Folder
- Policies Presently in Effect (Green)
- Agenda for Atlanta (Pink)

Note that you are not required to send a reservation card to the hotel in Atlanta. Please notify us if you will not be able to attend or will be late in arriving. We will make arrangements for rooms for Monday and Tuesday evenings, July 7th and 8th.

While you have everything in front of you, please....



FILL OUT YOUR "RATING SHEET" AND MAIL TO CLARENCE FIELSTRA

DROP US A NOTE IF YOU CAN'T MAKE IT OR WILL BE LATE

GATHER YOUR IDEAS AND ANY MATERIALS THAT YOU CAN CONTRIBUTE
IN ATLANTA



Quality Control—Quality Assurance

GOALS AND OBJECTIVES - FIFTH CONFERENCE

OBJECTIVES

1. Determine social, economic, political, and philosophical principles that may be used as a basis for policy relative to quality control in vocational education.
2. Develop policies for quality control and quality assurance in vocational education that are based on the above principles.
3. Review and refine strategies that have been delineated for implementing the policies that have been and will be established in state educational systems.

GOALS

1. That you become aware of or supplement your knowledge of existing or proposed theories and methods of evaluation, accountability, and quality control in education.
2. That you develop a better understanding of how the various evaluation theories and models fit into a viable quality control system.



Quality Control—Quality Assurance



SOME CURRENT ISSUES IN VOCATIONAL EDUCATION

Despite what the oil companies are asking us to believe, the major reason that organizations are in business is to produce a profit. Schools are no different, except that we are in business to produce profits in the form of people who have the requisite skills to fill the necessary roles in society. In order to be effective and efficient in the conduct of our enterprise we attempt to emulate the model of business: select objectives, define the methods and conditions required to achieve those objectives, and maintain quality control by evaluation.

Cremin has written that the techniques for curriculum development advanced by Bobbitt and Charters in the early 1920's were successful and accepted so heartily because they were able to quantify the content of curricula and measure it. They were able to evaluate the worth of what was being taught, and to demonstrate the efficiency of their methods. Trends in education in the late 1920's and the 1930's somewhat lessened the emphasis on measurable, quantifiable objectives in order to devote more time to re-ordering the society, but Ralph Tyler's decisions formulated in the 1930's and 1940's have served as the basis of one form of educational evaluation as we see it today. Again, from the economic model, Tyler felt that the bases for curriculum development should be: select objectives, select learning experiences, organize learning experiences and evaluate learning.

Following the classical model, Campbell and Gregg assert that the general purpose of evaluation is to improve the effectiveness of goal achievement. Popham insists that the purpose of evaluation is the formal assessment of the worth of educational phenomena. Hammond feels that the purpose of evaluation in education is to find out whether innovation is effective in achieving expressed objectives, while Stufflebeam and Alkin argue that evaluation should be used to facilitate decision-making. Tyler, Metfessel, and Michael desire only to find out whether or not expressed objectives are met. Scriven claims that the assessment of merits are the most important acts of the evaluator.

There are as many processes for educational evaluation as there are expressed purposes. In general, there are four processes, or models, currently in vogue: (1) goal-attaining models; (2) judgmental

models emphasizing intrinsic criteria; (3) judgmental models emphasizing extrinsic criteria; and (4) decision-facilitation models.

Campbell and Gregg have delineated four points that seem to be part of all the different processes. Their first guide to the evaluation process is to select and define the particular phase of the activity to be evaluated. Once one knows what is going to be evaluated, criteria or basic assumptions upon which interpretations or judgements will be based can be developed. Then all that remains in the evaluation process is to collect data pertinent to the criteria, interpret and analyze that data, and draw conclusions.

The goal attainment models as exemplified by Tyler, Metfessel, Michael and Hammond first decide on a goal, express the goal in behavioral terms, and then assess the degree to which the goal is attained. Goal attainment models spring from the 8-year study of progressive education, a study guided in part by Ralph Tyler. Metfessel, Michael, and Hammond have expanded the original Tylerian model, but the emphasis remains in goal attainment.

The most common example of a judgmental model emphasizing intrinsic criteria is the accreditation model. Worthen and Sanders point out that the purpose of the accreditation model is to identify deficiencies in the education of teachers and students relevant to content and procedures. Personal experience with accrediting agencies tells me that the agencies are not so much interested (publicly at least) in the worth of what is being taught, but in the methods used to teach it, and the facilities that are available within which the enterprise is conducted. Personal judgment (and bias) by professional colleagues often serve as the basis for the evaluation.

Michael Scriven and Robert Stake are the chief proponents of the judgmental models emphasizing extrinsic criteria. These models are concerned with the effects of the educational process. Scriven is responsible for the formative-summative distinction common to evaluation today. He has also recommended that the worth of the goals should be determined before an evaluator decides how well they have been achieved. Once an evaluation has been undertaken, the emphasis, according to Scriven, should be on the effects the program has. Scriven also argues that it is a responsibility of the evaluator to make comparisons with competing processes in order to facilitate any decision on the part of the operators of the program. The end result of the evaluation process in Scriven's opinion would then be the improvement of the instructional process.

Stake's countenance model distinguishes between descriptive and judgmental acts of the evaluator according to what he perceived as three phases of an educational program: what happens before the program (antecedent), what happens during the program (transaction),

and what happens as a result of the program (outcomes). He then makes a distinction between what was intended as a part of the program, and what was actually observed. Judgments based on absolute criteria (standards) and relative criteria (personal judgment) may then be made. As with Scriven, the purpose underlying the countenance model is the improvement of instruction.

The decision-facilitation models as characterized by Alkin, Provus, and Stufflebeam seem less concerned with determining the worth of educational phenomena than they are in collecting and presenting data to decision-makers who then determine the worth. Stufflebeam's model is called the CIPP model after Context, Input, Process, and Product. The CIPP process is primarily concerned with delineating requirements needed by decision-makers, obtaining data relative to those requirements, and synthesizing the information for use by the decision-maker. Schmuck recommends the CIPP model as a type of diagnostic evaluation to be used in the Organization Development process.

Malcom Provus devised another model for evaluation based on the premise that evaluation is the comparison of performance to standards. He calls his model the Discrepancy Model because it pays particular attention to the discrepancies between what the program operators claim are their standards for performance and their actual performance. The Discrepancy Model employs an independent evaluator that is part of the program staff and whose chief purpose is to aid program improvement and counsel program administration. Again, the Discrepancy Model is a decision-facilitation model: a service to program operators.

The Alkin, or CSE Model, is probably the most lauded of the decision-facilitation models. It is composed of three phases: pre-formative, formative, and summative. The pre-formative phase has two activities in which the evaluator is involved: needs assessment and program planning. The formative phase contains an implementation evaluation, and a progress evaluation. The summative phase is an outcome evaluation and provides data to the decision-maker that aids in the determination of whether to continue or discontinue the program. The CSE Model is the only model that includes evaluation as a part of the total process of program development, operation, revision, and continuance/discontinuance.

James Macdonald has questioned the motives for the fury of educational evaluation in recent years. He feels that the justification for evaluation offered by most evaluators--that of concern for finding out what has been learned or accomplished in order to improve the process in the future--is secondary to the continuance of the funding of most projects or programs. He accuses many evaluators (or those calling for evaluation) as being not concerned with learning,

but with selection. Evaluation is part of the record-keeping fetish of the bureaucratic structure and an application of industrial activity to educational programming. Evaluation becomes a way of separating means from ends, and it is all done "scientifically", because evaluation is defined as a technical problem.

Macdonald and Arthur Combs both feel that the current evaluation emphasis is dangerous to the humanistic image of man and our evolving understanding of the learning process. Macdonald feels that the danger is heightened by federal grant programs, such as Title I, the national testing programs, accountability movements, and the industrial focus of the schools. He proposes that evaluation procedures be built around the following ideas:

- (1) goals are merely hypotheses which may evolve or change;
- (2) intuition is real and results in unpredictable activity;
- (3) inconsistency between goals and behavior may well signify experimentation and productive change;
- (4) carefully sequential activity over time may be an enemy of personal growth; and
- (5) learning can be viewed as a way of changing one's past experiences by reinterpreting it in light of new actions and consequences.

Macdonald's and Combs' criticisms are real and familiar to educational administrators. What applications are there in contemporary organizations for evaluation?

A glance at the literature of vocational education reveals a plethora of books, articles, and studies on evaluation, accountability, cost-effectiveness, quality control, and research. Most of these documents have been published since provisions in the Vocational Education Amendments of 1968 mandated periodic evaluation of the vocational programs supported by federal funds. Many approaches have been used and recommended to assure quality vocational programs including evaluation focusing on providing data for decision-makers, evaluation for judging a program as good or bad, and evaluation for self-assessment. If the intent of VEA '68 mandating periodic evaluation was to increase or maintain quality vocational education, perhaps we are missing the point by emphasizing the processes of evaluation, accountability, and cost-effectiveness studies. Perhaps we should be emphasizing the product of those studies and the effect that the results have, or may have, on upgrading or maintaining quality vocational education.

Quality control implies more than just evaluation or accountability. A quality control system does not limit the process to just providing data for decision-makers, or to just providing an opportunity for self-examination, or to just placing a value label on a program. A quality control system does all of these things at all phases of

the vocational program, and it includes everything and all people involved in the vocational education experience. A viable quality control system is, at the same time, a reflection of planning and an integral component of planning, in that it serves as a method of determining what and how well programs are accomplishing their stated objectives while also serving as an input to the needs assessment phase of vocational planning.

A quality control system is not only concerned with the attributes of the "product" of the process, but with the methods employed in the process, the equipment and facilities used, the personnel, and with the planning and operation of the system itself. A quality control system assures vocational education that is current, relevant, and of high quality by serving as the mechanism by which all components of the process are strengthened through the use of evaluation.

What policies do we need to assure quality vocational education? Is it feasible to set standards at the state level for the types of equipment and facilities used in vocational education? Should rigid standards be set for personnel qualifications? Do present credentialing practices such as the granting of life credentials inhibit the quality of instruction? Can or should certain specific quality control systems or processes be mandated?

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"Current Issues" is prepared for each conference by Paul Bott, project staff member. Its intent is to provoke thought on controversies/ issues facing vocational educators.



Quality Control—Quality Assurance

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"A Balanced Presentation of Accountability," American Vocational Journal, Vol. 46, No. 2, (Feb., 1971) pp. 88-89.

Identifies problems of accountability in vocational education in terms of manpower goals, general education, people's needs, and vocational legislation, and recommends strategies for solving the problems. It is suggested in the article that vocational educators should welcome the idea of accountability and accept it as a method of providing input data for formative stages of legislation.

American Vocational Journal. Vol. 49, No. 1, January 1974.

Articles on pages 25, 27, 32, 34, 40 and 54 are all concerned with quality control in vocational education.

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The entire issue is composed of articles on program evaluation. The first part of the issue contains a general treatment of evaluation that is still very timely after six years, while the second part contains reports of specific studies which have produced data relevant to program evaluation. Articles by Harold M. Byram and Harold Starr detail strategies and methods that have been successful in evaluations conducted at both the local and state levels.

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The author points out that vocational education is funded better now than ever before, and that in many cases programs will be hurriedly instituted just to spend the money, creating huge problems when evaluation time arrives. He makes a series of recommendations on what evaluation should mean to vocational education in the final analysis.

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This speech highlights some of the problems of translating research findings, regardless of the research methodology used, into educational policy at the national level. The author discusses the problems of (1) The Division of responsibility for education among federal, state and local governments; (2) The lack of consensus about educational objectives; (3) The policymaker's lack of faith in new research findings; and (4) The rapid pace of change in the world today. He suggests some ways for alleviating these problems.

Byram, Harold M. Evaluation of Local Vocational Education Programs, A Manual for Administrators, Teachers, and Citizens. July 1965, 85 p. (ED 010791).

Explains the roles of local directors, consultants, staff and citizen's committees, and the procedures that can be used in the evaluation process. The final report of the project under which the manual was prepared is ED 011912.

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16 p. (ED 078130).

Pamphlet designed to aid educators in organizing and conducting evaluation programs of vocational education. Ten steps to be used in evaluation procedures are discussed.

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19 p. (ED 025857).

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and an alternative curriculum for non-college attending students. Contains a detailed discussion of conceptual, statistical, and methodological considerations, in addition to an extensive discussion of specific findings.

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Somers, Gerald G. et al. The Effectiveness of Vocational and Technical Programs: A National Follow-Up Survey. 1971, 282 p. (ED 055190).

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Description of an evaluation system designed to assist vocational education management in program

planning, accountability, and reporting responsibilities. Conceptualized within the framework of the management by objectives approach to program planning, but it is compatible with other planning systems.

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Based on a review of over 350 evaluation-related reports, the authors proposed that three criteria be used by state education leaders in assessing the worth of an existing or proposed evaluation system. The criteria, (validity, effects, and costs) are discussed along with techniques of evaluation, research priorities, and methods of implementing an evaluation system.

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Final report of a project designed to develop a manual outlining the procedures for obtaining immediate information regarding the degree to which a pilot program achieves its stated final objectives. The report contains the complete, tested model and discussion of its development and revision.

INSTRUCTIONS:

As you did on the previous rating sheets, draw a circle around the symbol of the response that best indicates your level of acceptance of the principles and policies found below. Please return the completed responses to Dr. Clarence Fielstra in the envelope provided as soon as possible so that your responses may be tabulated in time for the next conference. Please note that the items are spaced so that you may make comments or changes. PLEASE RETURN IMMEDIATELY.

Response symbols are as follows:

SR= Strongly Reject, R= Reject, A= Accept, SA= Strongly Accept

PRINCIPLES

- SR R A SA 1. At the state level, vocational education should work through the established formal legislative process.
- SR R A SA 2. Local legislative contacts should be coordinated through the state education office.
- SR R A SA 3. Various groups should coalesce for common legislative positions.
- SR R A SA 4. Vocational education personnel, through an organized system, should develop an active thrust in providing input into the legislative process.
- SR R A SA 5. Local, state and national professional vocational personnel should provide a coordinated input for legislative process.

POLICIES

It is the policy of the state of _____ that:

- SR R A SA 1. Educational institutions and agencies shall structure a master plan to set priorities and resolve conflicts prior to approaching the legislature for funding purposes or other legislative matters.
- SR R A SA 2. Educational institutions and agencies within the state shall structure a common informational system to aid in legislative analysis and decision-making.
- SR R A SA 3. There will be a single plan for vocational education in the state although more than one administrative agency may have

responsibility for administering parts of the plan.

- SR R A SA 4. There shall be one state agency for vocational education, and that agency shall have responsibility for the assignment of the management of programmatic efforts and the administration of the provisions of the federal and state vocational education acts.
- SR R A SA 5. Educational institutions and agencies shall work with legislative agencies or committees to determine what elements of information are needed for decision-making purposes.
- SR R A SA 6. The state agency for vocational education shall maintain a close relationship and liaison with all federal agencies, congress, and legislators in order to provide opportunities for serving youth and adults with vocational and technical education.
- SR R A SA 7. Local and state educational agencies shall cooperatively provide a coordinated input to the legislative process, both at the state and federal levels.
- SR R A SA 8. The funding of the vocational education program will be based upon and directly related to identified local and state priorities in such areas as manpower needs and population demand.
- SR R A SA 9. The continued funding of vocational education programs shall be based on the ability of the programs to achieve specified, measurable objectives.
- SR R A SA 10. State funding of vocational education programs shall be based on regional planning which eliminates or avoids unnecessary program duplication.
- SR R A SA 11. State and local funds will be used to provide for basic vocational education costs and for the maintenance of the vocational education program.

- SR R A SA 12. Federal vocational education funds will be used to supplement state and local funds in the areas of: (1) personnel development, including teacher training and leadership development; (2) program start-up costs; (3) special training needs; (4) equipment acquisition and replacement; (5) construction; (6) research; and (7) curriculum materials development.
- SR R A SA 13. Methods, systems, or formulae will be developed and used that accurately and realistically delineate the responsibilities of federal, state, and local educational agencies in the funding of the vocational education effort in the state.
- SR R A SA 14. Accounting systems will be developed and used that are designed to clearly discriminate among receipts, disbursements, and balances of the several sources used to fund vocational education.
- SR R A SA 15. The state agency for vocational education shall advise and inform all local educational agencies and other institutions of the resources and services available for programming, planning and budgeting of activities to serve youth and adults in the various vocational education areas.
- SR R A SA 16. The state agency for vocational education shall establish a system which provides continuous funding to maintain and improve the various vocational programs, but which shall also encourage cooperating agencies to expand their offerings to meet the shifting demands of the labor market.
- SR R A SA 17. Financial assistance and incentive will be provided for the development and maintenance of comprehensive vocational education programs at all levels, including occupational exploration, secondary, post-secondary and adult.
- SR R A SA 18. The state agency for vocational education shall recognize the need for and annually budget funds for research, curriculum materials development, facilities design and

layout, and leadership development.

- SR R A SA 19. Factors such as the socio-economic level of the population to be served and the tax base of local educational agencies will be considered when establishing rates of reimbursement for the residual or excess costs of vocational education.
- SR R A SA 20. The state agency for vocational education will define all services to be performed within the vocational education system of the state, and will institute the necessary plans for the most efficient uses of available resources.
- SR R A SA 21. A continuing program of cost-benefit analysis of vocational education in the state will be developed and maintained for the purpose of providing input to the planning, development, and evaluation process.
- SR R A SA 22. Procedures will be instituted in the state to fund vocational education at a level sufficient to maintain, expand and improve the program according to the provisions of the federal and state laws in effect.
- SR R A SA 23. The allocation of vocational education funds to local education agencies shall be based on consideration of the need of the population of the local school system for vocational education, on specific plans to meet the identified needs, on the compatibility of such plans with long-range objectives, on current and projected manpower needs, and on job opportunities at the local, state and national levels.
- SR R A SA 24. In apportioning funds among local education agencies, no local education agency which is making a reasonable tax effort will be denied funds for establishing new vocational education programs solely because it is unable to pay the non-federal share of the cost of such programs.
- SR R A SA 25. The state agency for vocational education will allocate funds to local education agencies in accordance with the percentage requirements of the act(s) in effect. The amount of monies

to be allocated will be divided between secondary and postsecondary jurisdictions on a residual-cost basis.

- SR R SA A 26. School districts which are financially unable to provide facilities and equipment for a program of occupational education or which have fewer than the required number of students to maintain the vocational unit will be eligible to enter into contracts with eligible educational institutions for the instruction needed.

TO: PMS Participants
FROM: Staff
DATE: June 17, 1975
SUBJECT: CATEGORIES OF POLICY STATEMENTS RELATED TO QUALITY CONTROL
AND QUALITY ASSURANCE IN VOCATIONAL EDUCATION

A review of the literature and existing state plans and policy statements reveals that policies regarding quality control and quality assurance in vocational education usually fall into one of the several categories shown below. To aid in the development of policy statements and the delineation of the principles upon which those statements are based, we have indicated those categories, explained what is usually found in the category, and offered examples of existing policy statements. Please familiarize yourself with these categories and try to bring your own examples to the Atlanta workshop.

PERSONNEL: includes statements relating to the occupational and educational qualifications believed to be necessary for the delivery of quality vocational instruction and administration.

In addition to the general state plan requirements, full-time teachers in technical, trades and industry, and health occupations shall have successfully completed an appropriate written or manipulative examination, or both (although possession of a federal or state license authorizing service in the technical, trades and industry or health occupations shall be accepted in lieu thereof); and shall have completed 12 units of coursework in instructional processes and evaluation, directed teaching, and principles, practices, and evaluation of vocational education, except for those who have completed a master's degree with a major or minor in the vocational subject assigned and have had equivalent professional teacher preparation courses.

The Director and Assistant Directors of Vocational Education shall conduct an annual appraisal of their respective staff members and submit such appraisals to the appropriate authorities.

PROGRAM: encompasses policy statements that concern program standards, frequency of evaluations, and the agencies and personnel responsible for conducting the evaluations.

Program evaluation shall be an integral part of the state's vocational education program and the State Board shall make provisions for periodic and continuous evaluation procedures at both the state and local program levels.

A system for evaluating shall be developed to determine how the program meets its stated objectives. This system will be ongoing

and provide for modification resulting from appraisal from students, employers, and the advisory committee. Evaluation statements shall be specific and must include suggestions for improvement directly related to recommendations of local advisory committees. Every system of evaluation must provide for specific follow-up information on each person who has left the secondary, adult, or community college levels. Such information shall include, but shall not be limited to, employment or education status following completion or departure from the training program.

Continuous evaluation of local vocational education programs, services and activities is the function and responsibility of the local education agency to assure that their programs are adequately meeting objectives established for these programs and those objectives established for the State.

Vocational education programs, services and activities shall be evaluated on a statewide basis at least annually, and at such other times as may be needed for program assessment. Local education agencies conducting approved vocational education programs, services or activities shall maintain a continuous system of evaluation, and shall submit to the appropriate state office at least annually, statistical and narrative evaluation reports describing program accomplishments and the extent to which local program objectives were met.

PLANNING: includes statements relating to the evaluation of the planning and development process at the state and local levels.

Evaluation will be made by the State Board staff of the local educational agency's plan for vocational education to assure adequate consideration and substantiation of the vocational education programs under its respective jurisdiction. Such evaluation will include a review of the local educational agency's objectives and processes for meeting these objectives.

Each vocational service, in cooperation with its state advisory committee, shall evaluate its statewide annual and long-range program objectives in accordance with the employment patterns of current and projected manpower needs.

When appropriate, information gathered from specific programs and projects will be used in planning, conducting and evaluating programs and projects of similar nature and design under other sections of the legislation in effect.

Other categories of policy statements that might be formulated include: facilities planning, equipment standards, policies on instructional materials, reporting practices, cost-effectiveness, and activities

such as inservice education. Some examples of policies that might be included in the above "extra" categories follow.

All reports and evaluations of programs and projects will be available for inservice education and other activities to assist in the acceptance and implementation of change in vocational education.

In addition to other provisions of the state plan for evaluation of vocational education programs, the local educational agency shall make specific provisions for continuous quantifiable evaluation and follow-up of students enrolled in vocational education programs.

Local educational agencies will prepare and submit to the State Board staff annual program evaluation reports which indicate, among other things, the extent to which the standards of the state plan and those of their annual plans for vocational education have been maintained.



Quality Control—Quality Assurance

SOME POLICIES PRESENTLY IN EFFECT AT THE STATE LEVEL

1. Program evaluation shall be an integral part of the state's vocational education program and the State Board shall make provisions for periodic and continuous evaluation procedures at both the state and local program levels.
2. The vocational education plan of the local educational agencies shall include the procedure to be used for measuring the attainment of the objectives of the system and for reporting the results of such measurements to the State Board for Vocational Education.
3. Public school districts shall make evaluations of the quality and effectiveness of programs of vocational education, determining to what extent the program provided to prepare students for gainful employment continues to be:
 - (a) realistic in the light of actual or reliably anticipated opportunities for gainful employment in the area served by the school;
 - (b) suited to the needs, interests, and abilities of students to benefit from the program in which they are enrolled in terms of acquiring the knowledge and skills necessary for entry into and success in the occupations for which they are prepared; and
 - (c) effective regarding the placement and successful employment of students in the occupation for which they were training or in closely related occupations.
4. Vocational education programs, services and activities shall be evaluated on a statewide basis at least annually, and at such other times as may be needed for program assessment.
5. School districts shall maintain follow-up records on all students enrolled in each program regarding the placement and employment of students and other follow-up information.
6. Each vocational service, in cooperation with its state

advisory committee, shall evaluate its statewide annual and long-range program objectives in accordance with the employment patterns of current and projected manpower needs.

7. Evaluations will be made by the State Board staff of each local educational agency's district plan for vocational education to assure adequate consideration of manpower needs and job opportunities to the extent that all programs that are necessary and essential are being offered.

POLICY MAKING STRATEGIES FOR VOCATIONAL EDUCATION

SITE Airport Holiday Inn - Atlanta

DATE July 8-9, 1975

TOPIC ACCOUNTABILITY
QUALITY CONTROL-QUALITY ASSURANCE

Tuesday, July 8

9:00AM.....Announcements - Staff
Report on Cleveland Evaluation Sheets - Fielstra
Report on Rating Sheets - Fielstra

Small Group Sessions

10:15AM.....Coffee Break

12:00 N.....Luncheon

Presentation - Dr. Grant Venn
Callaway Professor of
Education
Georgia State University

Small Group Sessions

4:30PM.....Recess

6:00PM.....Attitude Adjustment Period

7:30PM.....Dinner

Presentation - Dr. Leon Lessinger
Dean of School of Education
University of South Carolina

Wednesday, July 9

9:00AM.....Small Group Session

10:15AM.....Coffee Break

12:00 N.....Luncheon

Five Session Wrapup

4:00PM.....Adjournment

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Evaluation

TO: PMS Participants
FROM: Staff
DATE: July 23, 1975
SUBJECT: July Packet

The end! Well.....almost. Thank you for being so prompt in returning the rating sheets of the principles and policies developed at the Atlanta seminar. You will find in this packet, among other things, a summary of those ratings.

This mailing includes:

- Summary of Responses, Fifth Rating Sheet
- Governor George Busbee's Address
- Outline of Grant Venn's Presentation
- Leon Lessinger's Presentation
- Final Rating Sheet (Rainbow colored)
- Stamped return envelope for the final rating sheet

The last big job we are asking you to do is to make one last rating of all of the principles, policies and strategies that were identified. Nearly every item in the rainbow colored package has been rewritten to incorporate your suggestions. YOU HAVE NOT SEEN MOST OF THIS MATERIAL IN IT'S PRESENT FORM, so please read and re-rate each item. If you absolutely cannot live with the idea expressed, draw a circle around the "R". If you accept the idea, or could live with it, draw a circle around the "A". If you like the idea, but feel that you can express it better than it is, draw a circle around "AMOD", and modify the statement in the body of the text. We realize that this is an imposition on your available time, but please complete and return the final rating sheet as soon as possible so that we will have the results in time to develop the material for use at the Denver Wrap-up meeting. (We need those results in our office prior to August 14.)

Thanks again for being so prompt.

INSTRUCTIONS: As you have done on previous rating sheets, draw a circle around the symbol of the response that best indicates your level of acceptance of the principles and policies found below. Please return the completed responses in the envelope provided as soon as possible so that your input may be included in the final evaluation form that is forthcoming. Note that the items are spaced so that you may make comments or changes. PLEASE RETURN IMMEDIATELY.

Response symbols are as follows:

SR = Strongly Reject, R = Reject, A = Accept, SA = Strongly Accept

PRINCIPLES

- SR R A SA 1. Vocational education should be evaluated on the basis of its success in preparing students to enter and progress in their chosen occupations
- SR R A SA 2. Vocational education should include an integral system of accountability.
- SR R A SA 3. Vocational education should be evaluated on the basis of its objectives, processes, products, costs, and community acceptance.

POLICIES

- SR R A SA 4. The type and source of data used for planning purposes shall be periodically reviewed, revised, and updated by groups external to the education system.
- SR R A SA 5. The degree of comprehensiveness of the state and local plans for vocational education shall be periodically reviewed --the state plan by the advisory council, and the local plans by the state agency for vocational education.
- SR R A SA 6. The state administration shall evaluate the consistency of local and state plans with national trends.

- SR R A SA 7. The impact of the use of program evaluation results on the planning process in closing the gap between the actual and the ideal will be evaluated.
- SR R A SA 8. Planning for vocational education shall consist of an assessment of needs and the establishment of quantifiable goals and objectives which describe outcomes. All planning will be based upon stated assumptions, and will be conducted jointly at both the state and local levels.
- SR R A SA 9. Evaluation of local plans shall include consideration of the need for programs and the resources required for start-up and continual operation.
- SR R A SA 10. The state administration will evaluate national priorities to determine their suitability for state planning.
- SR R A SA 11. The goals and objectives generated by the planning process shall be reviewed and evaluated by groups external to the formal education process.
- SR R A SA 12. The planning process documentation shall be in such a format that the process and the content may be evaluated and used as a control document.
- SR R A SA 13. Persons external to the formal educational process to be included in the vocational education evaluation scheme shall include, but not be limited to, representatives of community and governmental agencies, business, industry, and labor.

- SR R A SA 14. Educational personnel to be included in the vocational education evaluation scheme shall include, but not be limited to, representatives of administration, teachers, students, counselors, and other support staff.
- SR R A SA 15. The state shall design a system of personnel quality control to insure a cooperative effort for evaluating all state and local vocational personnel, including teachers, administrators, supervisors, teacher educators, para-professionals and support staff.
- SR R A SA 16. The system for personnel quality control that is originated and monitored by the state staff shall be offered through a comprehensive staff development program to meet the needs of local vocational personnel. The system shall be continuous and compatible with state standards, state and local plans, and individual personal programs of work.
- SR R A SA 17. There shall be continuous monitoring of both state and local systems of evaluation, internal as well as external, using formal and informal methods.
- SR R A SA 18. Personnel quality control shall be a joint effort of the local educational agencies, state education agencies and teacher education institutions, and it shall be planned and coordinated with business, industry, labor, governmental, and appropriate community agencies.
- SR R A SA 19. Personnel quality control systems shall be designed to serve the needs of individual vocational educators and shall

include initial certification procedures, occupational experience requirements, and recommended techniques of instruction. The system shall contain built-in provisions for continuous up-grading of instructional expertise.

- SR R A SA 20. Personnel evaluation shall be student performance oriented.
- SR R A SA 21. Evaluation shall be a cooperative effort involving state agencies, teacher education institutions, and local educational agencies.
- SR R A SA 22. Those technical areas in a constant state of change caused by research and development advancement shall design unique procedures for insuring continuous personnel up-grading at all levels.
- SR R A SA 23. When evaluations indicate that existing programs should be revised or deleted, administrative process shall provide for the necessary personnel adjustments.
- SR R A SA 24. Institutions of higher education that provide pre- and in-service education for teachers, counselors, and administrators shall base their instruction on identified needs of local and state agencies and shall include active participation of staff members from all agencies involved.
- SR R A SA 25. In addition to the general state plan requirements, full-time teachers in technical, trades and industry, and health occupations shall have successfully completed an appropriate written or manipulative examination, or both (although

possession of a federal or state license authorizing service in the technical, trades and industry or health occupations shall be accepted in lieu thereof); and shall have completed a specified number of units of coursework in instructional processes and evaluation, directed teaching, and principles, practices, and evaluation of vocational education except for those who have completed a master's degree with a major or minor in the vocational subject assigned and have had equivalent professional teacher preparation courses.

- SR R A SA 26. Program evaluation shall be an integral part of the state's vocational education program and the State Board shall make provisions for periodic and continuous evaluation procedures at both the state and local program levels.
- SR R A SA 27. A system for evaluating shall be developed to determine how vocational programs meet their stated objectives. This system will be ongoing and provide for modification resulting from appraisal from students, employers, and the advisory committee. Evaluation statements shall be specific and must include suggestions for improvement directly related to recommendations of local advisory committees. Every system of evaluation must provide for specific follow-up information on each person who has left the secondary, adult, or community college levels. Such information shall include, but shall not be limited to, employment or education status following completion or departure from the training program.

- R R A SA 28. Continuous evaluation of local vocational education programs, services and activities is the function and responsibility of the local education agency to assure that their programs are adequately meeting objectives established for these programs and those objectives established for the State.
- SR R A SA 29. Provisions shall be made for formal evaluation procedures and processes at the state and local levels.
- SR R A SA 30. Evaluation procedures shall be established at predetermined intervals following implementation of the various vocational programs.
- SR R A SA 31. Evaluative input should occur during the following stages of development of the program: needs determination; objectives development; curriculum planning; facilities design and selection; and equipment selection.
- SR R A SA 32. Evaluative procedures shall involve internal and/or external resources and specific techniques designed to assess one or more of the elements of the program.
- SR R A SA 33. Evaluative procedures shall employ a variety of analysis techniques, specific techniques depending on the type of program or operation being evaluated.
- SR R A SA 34. Evaluation procedures for vocational programs shall be interfaced with the evaluative procedures of those educational elements that support/enhance said vocational programs.
- SR R A SA 35. The state plan for vocational education shall require and describe a plan for program evaluation.

- SR R A SA 36. Evaluation systems of local and state agencies shall be coordinated to eliminate unnecessary duplication of effort.
- SR R A SA 37. All reports and evaluations of programs and projects shall be made available for inservice education and other activities to assist in the acceptance and implementation of change in vocational education.
- SR R A SA 38. In addition to other provisions of the state plan for evaluation of vocational education programs, the local educational agency shall make specific provisions for continuous quantifiable evaluation and follow-up of students enrolled in vocational education programs.
- SR R A SA 39. Local educational agencies shall prepare and submit to the state agency for vocational education annual program evaluation reports which indicate, among other things, the extent to which the standards of the state plan and those of their annual plans for vocational education have been maintained.
- SR R A SA 40. Evaluation will be made by the State Board staff of the local educational agency's plan for vocational education to assure adequate consideration and substantiation of the vocational education programs under its respective jurisdiction. Such evaluation will include a review of the local educational agency's objectives and processes for meeting these objectives.
- SR R A SA 41. Each vocational service, in cooperation with its state

advisory committee, shall evaluate its statewide annual and long-range program objectives in accordance with the employment patterns of current and projected manpower needs.

SR R A SA 42. When appropriate, information gathered from specific programs and projects will be used in planning, conducting and evaluating programs and projects of similar nature and design under other sections of the legislation in effect.

SR R A SA 43. Vocational education programs, services and activities shall be evaluated on a statewide basis at least annually, and at such other times as may be needed for program assessment. Local education agencies conducting approved vocational education programs, services or activities shall maintain a continuous system of evaluation, and shall submit to the appropriate state office at least annually, statistical and narrative evaluation reports describing program accomplishments and the extent to which local program objectives were met.

SR R A SA 44. All agencies shall agree upon and utilize some common evaluation information useful to decision-makers.

SR R A SA 45. Evaluation procedures shall be designed to describe and assess the current status of vocational programs with the purpose of identifying gaps between the current reality and a clearly stated predetermined ideal.

ADDRESS BY GOVERNOR GEORGE BUSBEE
POLICY MAKING STRATEGIES FOR VOCATIONAL EDUCATION
AIRPORT HOLIDAY INN - ATLANTA
JULY 7, 1975, 7:30 P.M.

IT IS A GREAT HONOR THAT THIS COMMISSION HAS CHOSEN TO STUDY OUR STATE AS A NATIONAL LEADER IN VOCATIONAL-TECHNICAL TRAINING.

I HAVE A SPECIAL INTEREST IN VOCATIONAL EDUCATION. I AM PROUD OF THE PROGRAM WE HAVE DEVELOPED AND OF THE PEOPLE WE HAVE ATTRACTED TO ADMINISTER OUR PROGRAM AND TO TEACH VOCATIONAL-TECHNICAL SUBJECTS TO GEORGIA STUDENTS.

ONE OF THE IMPORTANT FACTORS IN THE DEVELOPMENT OF OUR VOCATIONAL-TECHNICAL SCHOOLS HAS BEEN STRONG STATE LEADERSHIP IN SETTING STANDARDS AND GOALS ALONG WITH LOCAL ADMINISTRATION TO TAILOR THE SCHOOLS TO LOCAL NEEDS.

WE IN GEORGIA CLAIM AN EARLY LEAD IN RECOGNIZING THE IMPORTANCE OF VOCATIONAL TRAINING. THE SMITH-HUGHES ACT OF 1917... THE FIRST NATIONAL MANDATE OF VOCATIONAL EDUCATION.....WAS AUTHORED BY TWO GEORGIANS.

IN A SPEECH ON THE FLOOR OF THE HOUSE IN 1916.....REPRESENTATIVE DUDLEY M. HUGHES SAID, "THE GREATEST RESOURCE OF ANY NATION IS THE UNDEVELOPED SKILL AND VOCATIONAL POSSIBILITIES OF ITS POPULATION.....VOCATIONAL TRAINING IS ESPECIALLY NEEDED TO PREVENT WASTE OF HUMAN LABOR, WHICH IS THE MOST DESTRUCTIVE FORCE OF EXTRAVAGANCE OF WHICH A NATION CAN BE GUILTY."

THAT APPLIES TO EACH STATE AS WELL. IN THE 18 YEARS THAT I SERVED AS A STATE REPRESENTATIVE.....I BECAME CONVINCED THAT VOCATIONAL EDUCATION IS AN ANSWER TO MANY OF GEORGIA'S MOST SERIOUS PROBLEMS.

-MORE-

GEORGIA'S EDUCATIONAL STATISTICS TELL A SIGNIFICANT STORY:

OVER 51,000 ADULTS IN GEORGIA NEVER ATTENDED SCHOOL.

OVER 200,000 NEVER WENT PAST THE 4TH GRADE.

OVER 720,000 ADULTS (1 OUT OF 4) NEVER WENT PAST
THE 8TH GRADE.

GEORGIA SUFFERS AN INTENSIFICATION OF SEVERAL NATIONAL PROBLEMS: A HIGH PUBLIC SCHOOL DROP-OUT RATE, A DISPROPORTIONATE GROWTH IN URBAN AREAS, AND DIFFICULTY IN DISPERSING JOBS INTO RURAL COMMUNITIES.

BETTER SKILLS TRAINING OFFERS A UNIQUE ANSWER TO ALL OF THOSE PROBLEMS.

OUR VOCATIONAL EDUCATION PROGRAM WAS CONCEIVED AS AN ALTERNATIVE EDUCATIONAL AVENUE FOR STUDENTS WHO DID NOT INTEND TO GO TO COLLEGE.

WHEN I WENT TO SCHOOL.....ABOUT THE ONLY VOCATIONAL TRAINING AVAILABLE WAS HOME ECONOMICS FOR GIRLS AND VOCATIONAL AGRICULTURE FOR BOYS. NOW GEORGIA HAS A SYSTEM OF 23 AREA VOCATIONAL TECHNICAL SCHOOLS IN ADDITION TO TWO STATE-OWNED AND OPERATED SCHOOLS. OVER 18,000 GEORGIANS ARE ENROLLED IN FULL-TIME PROGRAMS RANGING FROM ACCOUNTING TO ELECTRONICS, FROM NURSING TO COMPUTER PROGRAMMING. OVER 110,000 GEORGIANS ENROLLED IN EVENING PROGRAMS LAST YEAR.

IN 1974, THE GEORGIA GENERAL ASSEMBLY MANDATED VOCATIONAL TRAINING AS PART OF THE STATE'S EDUCATIONAL PROGRAM IN A NEW COMPREHENSIVE EDUCATION LAW.....THE ADEQUATE PROGRAM FOR EDUCATION. THAT WAS A GREAT VICTORY FOR A PROGRAM THAT HAD ONCE BEEN REGARDED AS A STEP CHILD OF EDUCATION.

MORE THAN 10 YEARS AGO.....WE ADOPTED THE SPECIFIC GOALS OF PLACING A VOCATIONAL TECHNICAL SCHOOL WITHIN EASY COMMUTING DISTANCE OF EVERY GEORGIAN.....AND OF INSURING THAT EVERY SCHOOL IN THE STATE MEETS THE SAME DEGREE OF EXCELLENCE. WE'VE ALMOST ACHIEVED THOSE GOALS.

-MORE-

ONE OF THE DISTINCTIVE CHARACTERISTICS OF VOCATIONAL EDUCATION IN GEORGIA HAS BEEN ITS FLEXIBILITY AND RESPONSIVENESS TO NEEDS AT THE LOCAL LEVEL. FOR EXAMPLE, WHEN THE MOBILE HOME INDUSTRY IN ALBANY WAS FORCED TO CLOSE DOWN LAST FALL.....THE ALBANY UNEMPLOYMENT RATE SHOT FROM 3% TO 27% OVERNIGHT. WITHIN ONE WEEK.....REPRESENTATIVES OF GEORGIA'S VOCATIONAL PROGRAM HAD MOVED INTO ALBANY WITH OFFERS OF ASSISTANCE AND AVAILABLE FINANCING TO CARRY THROUGH RETRAINING PROGRAMS.

I AM PARTICULARLY PROUD OF GEORGIA'S QUICK START PROGRAM WHICH TRAINS WORKERS FOR THE SPECIFIC NEEDS OF NEW INDUSTRY. THIS PROGRAM HAS BEEN A BOON TO ATTRACTING INDUSTRY TO GEORGIA.

QUICK START IS EQUIPPED TO TRAIN AND PREPARE SKILLED LABOR FORCES FOR PROSPECTIVE MANUFACTURING CONCERNS. EMPLOYEES CAN BE READY TO GO TO WORK AS SOON AS THE MORTAR DRIES ON THE NEW FACILITY.

THE PRESIDENT OF ONE OF OUR NEWEST INDUSTRIES TOLD ME THAT QUICK START PLAYED A SIGNIFICANT ROLE IN HIS DECISION TO LOCATE HERE.

DURING MY CAMPAIGN FOR GOVERNOR.....I VISITED MANY OF OUR STATE'S AREA VOCATIONAL TECHNICAL SCHOOLS.

ALTHOUGH IT IS AN INTANGIBLE.....I BELIEVE THE ATMOSPHERE OF ENTHUSIASM AND COMMITMENT IN THE SCHOOLS IS A GREAT FACTOR IN THEIR SUCCESS.

I MET STUDENTS WHO WERE SO INTERESTED IN LEARNING THAT THEY WERE RELUCTANT TO LOOK UP FROM THEIR WORK.....INSTRUCTORS WHO DEVOTED GREAT ENERGY AND INGENUITY TO THEIR SUBJECTS AND VOCATIONAL SCHOOL DIRECTORS WHO WERE PERSONALLY PROUD OF THEIR SCHOOLS.

AGAIN, I AM PLEASED TO WELCOME THIS GROUP TO GEORGIA. YOUR DISCUSSION AND INSIGHT WILL BE VALUABLE TO OUR VOCATIONAL EDUCATION PROGRAM.

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APPENDIX C
Interim Evaluative Report

APPENDIX

C

POLICY-MAKING STRATEGIES FOR VOCATIONAL EDUCATION

INTERIM EVALUATIVE REPORT

Clarence Fielstra, Ph.D.

Director of Evaluation

and

Professor, Administrative Studies

Graduate School of Education, UCLA

EPDA Subproject No. 19-30049-1505-5-163 (4-627680-20660)

Project Director:

Melvin L. Barlow, Ed.D.

Director, Division of Vocational Education

and

Professor, Vocational Education

University of California, Los Angeles

August 15, 1975

POLICY-MAKING STRATEGIES FOR VOCATIONAL EDUCATION

Interim Evaluation Report

by

Clarence Fielstra, Ph.D.

Professor, Educational Administration, UCLA

This is an evaluation report regarding the procedures and product of the EPDA subproject entitled *Policy-Making Strategies for Vocational Education* during the first 11 months (September 1, 1974, through July 31, 1975) of its operation. The project has been directed by Professor Melvin Barlow, Director of the Division of Vocational Education, University of California, Los Angeles, and the project program has been conducted by that institution. Completion date of the project is scheduled to be December 31, 1975.

Purposes of the Project

As stated in the August 16, 1974, statement of the project proposal, the two major goals of the project were to be the following:

1. To stimulate high-level decision-makers, thereby increasing their efforts for vocational education
2. To elevate the national image of vocational education

In subsequent supplementary statements, the "ultimate goal" of the project was stated as being "To increase impact of vocational education funds"; and the more immediate "project goals" were stated as being,

To determine from high-level decision-makers:

1. What policy statements have been developed
2. What policy statements need to be developed
3. How these policy statements can impact to develop improved elements of quality and quantity in vocational education
4. Actual development of policy statements around five themes (Principles and Policies, Program Development, Personnel Development, Finance and Legislation, and Quality Control).

Participants in the Project

Twenty-six participants from five states have been engaged in this project. California has been represented by two persons from the Chancellor's Office, Community Colleges; one from a community college; and one from a school district. Georgia has been represented by two persons from the local level, two from the post-secondary level, and two from the State Department of Education. Ohio has been represented by three persons from the local or post-secondary level and by two from the State Department of Education. Texas has had two representatives from the post-secondary level and three from the secondary level. The State of Washington has been represented by two members of the staff of the State Superintendent of Public Instruction, by two members of the Coordinating Council for Occupational Education, and by two members of the State Board for Community College Education.

These participants were served by Professor Barlow and his project staff, at least four of whom were present at each of the five project workshops or seminars. More than a dozen leaders in education, government, industry, and labor comprised the National Advisory Committee for the project.

Project Activities

The following workshops or seminars were held as part of the project during the months of March, April, May, June, and July, 1975:

<u>Date</u>	<u>Location</u>	<u>Topic</u>
March 11, 12	Seattle, Washington	Principles and Policies
April 8, 9	Los Angeles, California	Program Development
May 13, 14	Dallas, Texas	Personnel Development
June 10, 11	Cleveland, Ohio	Finance and Legislation
July 8, 9	Atlanta, Georgia	Quality Control/Quality Assurance

Approximately two weeks prior to each of these workshops, a packet of materials was sent by the staff to each of the 26 participants. The extent and breadth of materials which were typically mailed are indicated in a memorandum sent to the participants on June 20, 1975, in preparation for the July 8th and 9th workshop. (See page 3.)

TO: Policy-Making Strategies Seminar Participants
FROM: J. Lyman Goldsmith and Staff
DATE: June 20, 1975
SUBJECT: June Packet and Check List

You judged the Cleveland seminar on Finance and Legislation as the best yet! The way we are working as a group indicates that the Atlanta seminar will be even better.

Project-related materials that you received at the Cleveland seminar included:

- ... a copy of Erick Lindman's remarks
- ... Policies Presently in Effect
- ... Alton Ice's remarks from the Dallas seminar
- ... a copy of Paul Briggs' Congressional testimony

This mailing includes:

- ... Atlanta Seminar Goals and Objectives (Green)
- ... Current Issues - Quality Control
- ... Bibliography - Quality Control
- ... Rating Sheet (Return to Clarence Fielstra)
- ... Categories of Policy Statements (Green)
- ... Hotel Folder
- ... Policies Presently in Effect (Green)
- ... Agenda for Atlanta (Pink)

Note that you are not required to send a reservation card to the hotel in Atlanta. Please notify us if you will not be able to attend or will be late in arriving. We will make arrangements for rooms for Monday and Tuesday evenings, July 7th and 8th.

While you have everything in front of you, please ...

FILL OUT YOUR "RATING SHEET" AND MAIL TO CLARENCE FIELSTRA
DROP US A NOTE IF YOU CAN'T MAKE IT OR WILL BE LATE
GATHER YOUR IDEAS AND ANY MATERIALS THAT YOU CAN CONTRIBUTE
IN ATLANTA

At each workshop major presentations on the topic being considered were made by one or two resource persons. These presentations to the total group were followed by question-and-answer sessions. Total-group sessions at each workshop were also held to clarify issues, to plan next steps, to obtain and discuss "feedback" from small-group meetings, etc. The preponderance of workshop time was spent in subgroup sessions consisting of five or six people. In these small groups, the participants identified and stated principles of vocational education, policies which were derived from such principles, and strategies for implementing the policies.

Evaluation of Selected Aspects of the Workshops

In order to assess the quality and usefulness of the five workshop sessions to the participants, an evaluation check-sheet form was given to each of the participants at the conclusion of each workshop, and their ratings were tabulated. Results of the tabulations were analyzed by the project staff and reported to the participants, and efforts were made to use the ratings of each workshop as a basis for improvement of the next one.

In Table I are shown the mean positive ratings given to 12 aspects of the five workshop sessions held from March 11 and 12, 1975, through July 8 and 9, 1975. The relatively small percentages of negative reactions to any of the 12 aspects of the workshops enumerated in Table I were found particularly in the participants' ratings of the first two workshops. The desires for more reading material, more discussion, greater clarity of purpose, and a faster pace were made evident. Ratings of subsequent workshops reflected that these desires were heeded and, to a very large extent, met.

In Table II are shown the mean percentages of positive ratings (of the 12 aspects considered collectively) given by the participants at the conclusion of each of the five workshops. The increase of positive ratings from those given the first workshop to those given subsequent workshops is quite remarkable—going from 75.1-percent favorable response to the 12 aspects of the first workshop to 96.9-percent favorable response to the same aspects of the fourth workshop. The reduction to 92.2-percent favorable response to the fifth workshop may well be accounted for by the "let-down" feeling that it was the last of the workshops to be held.

TABLE I

Mean Percentage of Positive Ratings Given by Participants to Selected
Aspects of Five Workshops

Rank Order	Aspect of Workshop	Mean Percentage
1	Suitability of language used in workshop materials (about right)	98.6
2	Worthiness of workshops to be recommended to others (recommend or strongly recommend)	98.0
3	Learning gained from involvement in workshops (of some help or very helpful)	96.8
4	Usefulness of speakers as resource personnel (of some help or very helpful)	94.9
5	Extent to which expectations from workshops were met (as much as expected or more)	91.1
6	Desirability of amount of writing and problem-solving required (about right)	90.4
7	Desirability of amount of lecture presentations in workshops (about right)	85.2
8	Clarity of sequence of activities in workshops (easily understood)	84.9
9	Applicability of workshop learnings to participants' jobs (yes)	83.5
10	Amount of discussion in workshops (about right)	82.8
11	Pace at which workshops were conducted (about right)	80.2
12	Amount of reading required for workshops (about right)	77.9

TABLE II

Mean Percentages of Positive Ratings Given Each of the Five Workshops

Number of Workshop	Topic of Workshop	Mean Percentage
1	Principles and policies	75.1
2	Program development	85.8
3	Personnel development	91.7
4	Finance and legislation	96.9
5	Quality control and assurance	92.9

General Evaluation of Workshops

After all five of the workshops were completed, the participants were asked to evaluate ten aspects of the workshop sessions, considered collectively, on a scale of 0 through 5, with 5 being the highest rating. In Table III are shown the mean ratings given each of the aspects. (See page 7.)

As the second part of the participants' evaluation of the five workshops, considered collectively, each person was asked to describe one or two specific ways in which he or she had used or would use learnings from the workshops in "on-the-job" performance. A few representative responses are given below:

I can use the (workshop) format for developing policies in my local setting.

* * *

Our staff will be revising our "Post-Secondary Guide," which is essentially a policy manual. Some of the things I have learned will be helpful in changing our policies or establishing new ones.

* * *

I plan to use the results of these conferences in work with the State staff to revise existing policies and probably develop additional policies for State Education Agency consideration and approval by the State Board for Vocational Education.

* * *

The project has helped me identify policy gaps in our State. Over the next 12 to 18 months we intend to remedy these deficiencies.

* * *

Materials developed and ideas from speakers will be used in developing and explaining the policies for vocational education in our local community.

* * *

We have used the workshop materials and ideas in revising our agency policy manual.

* * *

Although I am responsible for vocational education in the community college system, I am not by training a vocational educator. These workshops have helped me to re-think the whole basis for the program and to check out our system against some of the principles and policies developed.

* * *

TABLE III

Mean Ratings Given Selected Aspects of the Workshops

Rank Order	Aspect of Workshop	Mean Rating*
1	Helpfulness of project staff members	4.8
2.5	Helpfulness of other participants	4.6
2.5	Suitability of location of meetings from standpoint of transportation accessibility, etc.	4.6
4	Adequacy of facilities (meeting, eating, sleeping)	4.4
5	Usefulness of small-group sessions	4.3
6	Usefulness of in-between and post-session discussions with each other	4.2
7	Usefulness of staff-prepared materials	4.1
8	Usefulness of resource personnel (outside speakers)	4.0
9	Usefulness of total-group discussions	3.9
10	Usefulness of materials shared by other participants	3.7

*Scale: 0 to 5

As the third part of the participants' evaluation of the five workshops, considered collectively, each person was asked this question: "If you had been directing this project, what would you have done differently? Why?" Representative responses were the following:

I have no recommendations for anything different from the methods used.

* * *

Would have provided for a vocational education picture of each State represented in order to help with the "behavioral set" for greater understanding and insight.

* * *

Would have more clearly defined the expected end-product.

* * *

I probably would have formalized group discussions by asking selected conference leaders (staff members) to pull from the groups their thinking to finalize conclusions.

* * *

The first couple of sessions were somewhat confusing—people didn't seem to know just what was wanted. I think I would have given a bit more direction to the group.

* * *

I missed the input of "comers" or "innovators." The contrast of persons attempting to reform, or oriented to the future, with the exposure we had to the traditional, would have provided a stimulating basis for discussion.

* * *

Start earlier and finish earlier each day. Otherwise, outstanding.

* * *

Evaluation of the Product

In the first two workshops considerable emphasis was placed on identifying and/or developing a set of sound *principles* of vocational education from which, subsequently, statements of policies for vocational education might be derived.

Considerable difficulty was experienced by the group in arriving at an acceptable definition of the word "principle," which has numerous meanings ascribed to it in any American

dictionary. Greatest agreement, however, appeared to be reached regarding the following definition: "Basic or fundamental truths, laws, or assumptions which determine the intrinsic nature or behavior of vocational education."

Altogether, 42 *principles* of vocational education were formulated by the participants, primarily in their small-group (four or five members) work sessions. Following each workshop, the staff collected and edited the statements from each small group. The statements were then duplicated and mailed to the participants, who were asked to evaluate each statement on a scale ranging from SD (strongly disagree) to SA (strongly agree or accept). In between these extremes were D (disagree) and A (agree). The participants were also asked to suggest any modifications in the statements which might make them more acceptable. As a result of several evaluations and reevaluations of the statements of principles, 36 such statements were judged by the participants to be "acceptable" or "strongly acceptable" by the conclusion of the fifth workshop. (A statement was considered to be "acceptable" when it was given a mean rating of 1.24 on a scale ranging from -2 for SD to +2 for SA, with -1 given to D and +1 given to A.

The major emphasis in all workshops except the first one was on identifying and/or developing sound *policies* of vocational education. Since the word "policy" has several definitions, it was necessary for the group to agree on a suitable definition for their purpose, as had been the case with regard to the word "principle." The definitions of "policy" that appeared to be most acceptable to the group were the following: (1) "A course of action (relative to vocational education) adopted and pursued by a governing body," and (2) "broad goals or purposes which underlie the operation of the educational enterprise."

Altogether, 123 *policies* of vocational education were formulated and evaluated by the participants, following the same procedures as those described earlier with regard to the formulation of principles. As a result of the several evaluations of the statements of policy, 66 such statements were judged by the participants to be "acceptable" or "strongly acceptable."

Since the major focus of the project workshops turned out to be the identification and/or development of sound *policies* of vocational education which were based on sound principles of vocational education, relatively little workshop effort was given to the identification and/or development of *strategies* for policy-making in vocational education. Altogether,

18 "acceptable" statements of strategy were formulated by the participants during the workshop sessions.

In the week following the completion of the fifth and final workshop, the project staff resubmitted to the participants the entire set of 42 principles, 123 policies, and 18 strategies (including both the statements which had not as yet reached "acceptable" ratings and also those which had already been given such ratings) so that further refinement of the statements might be made before they were turned over to a subcommittee of participants and staff members for final reconsideration and reworking before they were adopted for inclusion in the concluding project report.

In the following pages there are listed the statements of principles, policies, and strategies which were the product of the five workshop sessions; the statements do not reflect any subsequent refinements which may be made after the completion of this evaluative report.

PRINCIPLES OF VOCATIONAL EDUCATION

1. Vocational education is concerned with the total growth of individuals, to include their social, economic, and psychomotor development.
2. Learning that occurs in a context that either is, or replicates, an actual job situation will be more effective than that learning that occurs through practice in a context not related to work.
3. Vocational education is aware of and substantially contributes to the concept that one's occupation is a major cohesive force in the continuity of one's life.
4. To be socially efficient, vocational education must take into consideration the particular characteristics of any particular group which it serves.
5. Vocational education is an integral component of any comprehensive, quality educational system.
6. While every reasonable effort should be made to reduce per capita cost, there is a minimum below which vocational education can be effectively given, and if the course does not permit this minimum of per capita cost, vocational education should not be attempted.
7. Vocational education is available to all people of all ages without regard to sex, creed, religion, race, geographical location, or physical or mental handicaps.
8. Vocational education for any occupation, trade, or job should be provided for those individuals who need it, want it, and are able to profit by it.
9. Vocational education has definite, well-defined parameters within the total educational system.
10. Students in vocational education programs should have the opportunity to enter and exit those programs as their specific needs dictate.
11. Vocational education is responsible for delivering to the student a body of usable knowledge relating to actual employment conditions, processes, organizations, and administration; and for providing the opportunity for the student to gain a salable skill.
12. Vocational curriculum should be planned with the assistance of those who work in the academic areas of the school program in order to assure that students benefit fully from a well-rounded education.

13. Vocational educators recognize that significant changes are constantly occurring in society, business, and industry, and are prepared to incorporate these changes in their instruction.
14. One aim of vocational instruction should be toward meeting the entry-level requirements of the various occupations.
15. Vocational guidance implies provision for enabling youth on an individual basis to (1) discover their vocational interests and abilities, (2) receive vocational counseling, and (3) be assisted toward placement in an occupation for which they have received instruction.
16. The curriculum of vocational education is of direct value to society in relation to economic stability, supply and demand of the labor force, and other societal needs.
17. Vocational educators recognize that there are various levels of occupational competency and that there are several stages in the occupational development process.
18. The vocational education process includes actual industry- or occupational-based experiences as well as classroom and laboratory instruction.
19. Vocational instruction is designed to provide for the individual needs and varying abilities and experiences of the students.
20. Vocational education teachers should, in addition to professional teacher training, have recent work experience and expertise in each field in which they are engaged to teach.
21. Vocational education has the responsibility for developing educational options that will benefit students preparing for, upgrading, or retraining for employment.
22. The vocational curriculum is of direct value to the individual student in relation to competence on the job, economic necessity, and personal satisfaction.
23. Vocational education includes an integral system of accountability.
24. A skilled, satisfied worker is an asset to the locality, the state, and the nation, and all should cooperate in paying the cost.
25. Vocational education is evaluated on the basis of objectives, processes, products, costs, and community acceptance.

26. Vocational curriculum reflects the changing attitudes and values of society as well as the changing requirements of business and industry.
27. Vocational education programs are developed as the result of a systematic procedure designed to enable students to enter and advance in the labor market.
28. Vocational education programs take form from identified personal needs of students at various levels; from job market trends and demands; and from an analysis of the skills, knowledges, and attitudes which will enable students to move to their next step, whether that step is employment or further training.
29. Vocational programs are developed on the belief that there is coordination among the various educational agencies and institutions to insure maximum efficiency and effectiveness in the use of vocational education resources.
30. Vocational curricula are designed to accommodate the varying learning styles and capabilities of the students that are served.
31. Vocational program development is based upon social, economic, and employment needs that are identified through systematic assessment processes.
32. Vocational programs are based upon well-defined and measurable objectives.
33. Vocational programs are based on identifiable needs and are developed and conducted in consultation with a functioning advisory committee composed of representatives of employers and employees actively engaged in the occupations.
34. Vocational instructional content is based on an analysis of the skills and knowledge required to enable the graduate to efficiently and effectively perform the work of the occupation.
35. At the state level, vocational education should work through the established formal legislative process.
36. Local education agency legislative contacts should be coordinated through one office that will provide for a united effort when approaching the legislature.
37. The various groups for vocational education should work together to establish mutually agreeable and common legislative positions.

38. Vocational education personnel, through an organized system, should develop an active thrust in providing input into the legislative process.
39. Local, state, and national professional vocational personnel should provide a coordinated input to the legislative process.
40. Vocational education should be evaluated on the basis of its success in preparing students to enter and progress in their chosen occupations or further vocational education.
41. Vocational education should include an integral system of accountability.
42. Vocational education should be evaluated on the basis of its objectives, processes, products, costs, services rendered, and community acceptance.

POLICIES FOR VOCATIONAL EDUCATION

1. Vocational education that is realistic in terms of actual or anticipated occupational requirements will be provided to all persons able to profit from it.
2. Vocational education programs in the state will recognize and provide for the total growth of all individuals, to include ethical, aesthetic, social, economic, and psychomotor development.
3. Vocational education shall be provided to the extent that all persons graduating from high school will have had the opportunity to obtain a salable skill or acceptable preparation for planned entry to post-secondary vocational education.
4. The state agency for vocational education (or other appropriate agency) is responsible for the implementation and maintenance of adequate programs of vocational teacher preparation in all occupational fields and the consumer and homemaking education field. Such preparation shall be provided to persons who meet the qualifications to prepare themselves as teachers, supervisors, directors, counselors, or administrators.
5. A broad scope of vocational education programs shall be provided for youth and adults that will enable them to be prepared for, retrained, or upgraded in recognized occupations and in new and emerging occupations, excluding any program designed to prepare for employment in occupations which are determined and specified by regulation to be considered professional or which require a baccalaureate or higher degree.
6. All instructional, administrative, and supervisory personnel in vocational education at the state and local levels must be properly certified by the State Commission on Teacher Preparation and Licensing (or other appropriate agency).
7. Vocational education programs will be developed and revised that reflect societal, economic, and occupational changes.
8. Appropriate consideration in the form of salary increments and fringe benefits will be given to nondegreed vocational education personnel for their professional preparation, years of service, and demonstrated occupational competence.
9. Vocational education programs will be provided that allow students to enter, progress, and exit as their specific needs dictate.
10. Periodic appraisal and evaluation of vocational education personnel will be conducted through the cooperation of the local and state agencies for vocational education.

11. Vocational programs will be developed in cooperation with the state and national manpower forecasting agencies in order to insure that the instruction is of direct value to society in relation to economic stability and supply and demand of the labor force.
12. The criteria used for the evaluation of vocational education personnel shall be selected on the basis of their adequacy in determining how well and to what extent vocational education personnel achieve the objectives of the vocational program. Specific criteria for periodic personnel evaluation shall be developed by professional vocational education personnel at the local and state levels in cooperation with the agency conducting the evaluation.
13. All vocational education personnel (teachers, supervisors, and administrators) shall:
 - (a) be occupationally proficient in the area in which they instruct or supervise;
 - (b) be capable of performing vocational instruction; and
 - (c) possess actual work experience beyond the learning period in their field of instruction or supervision.
14. The state shall have a program to determine, maintain, and improve the competencies of vocational teacher educators, and shall cooperate with universities or other teacher-training institutions in implementing that plan.
15. All vocational education personnel, including teachers, supervisors, and administrators, shall have an individualized plan of personal professional development that will be revised as needed and pursued with professional integrity.
16. Vocational curriculums shall include, in addition to the specified subject matter content, instruction in the skills of reading, oral and written expression, computation, and social interaction as they apply to the job or occupation being trained for so that the student may be better prepared for actual working situations.
17. Vocational education shall be an integral component of the total education system.
18. A logical, systematic procedure, as enumerated in the State Plan for Vocational Education, shall be used in all vocational education program development.
19. All levels of government will cooperate in paying the costs of vocational education.

20. Inservice training shall be conducted by vocational teacher educators, vocational supervisory personnel, and/or other appropriately designated persons. Such inservice training will be provided through conferences, workshops, and regular programs of supervision by approved teacher education centers, or through contractual arrangements between the state agency for vocational education (or other appropriate agency) and the agency providing the service.
21. Program evaluation shall be an integral part of the state's vocational education program.
22. The state shall provide support for programs to develop competency in vocational education instruction, administration, and supervision among persons in related areas planning to work in a vocational program at the local or state level.
23. Vocational education programs will be evaluated on the basis of the degree to which stated objectives are met, the processes that are used to meet the objectives, the quality and success of the graduates, the costs of the programs, and the degree of community acceptance of the program.
24. Inservice programs will be designed to increase occupational as well as professional competence in all areas of vocational education. The participation of business and industry will be encouraged in those programs, with the vocational education personnel receiving actual experience in business and industry whenever this is appropriate and feasible. Accredited teacher education institutions will be encouraged to develop and offer regular and short-term sessions designed for the professional development of vocational education personnel.
25. The state will set and periodically review standards for vocational education personnel which include minimums of individual teacher capabilities in the areas of content, recency of experience in the field to be taught or supervised, teaching techniques, and in the maintenance and improvement of these capabilities.
26. Evaluation of the inservice programs will be provided for and conducted by the state agency for vocational education (or other appropriate agency). Evaluations will determine if the standards prescribed by the state plan and performance obligations contained in the cooperative agreements are being met, and will serve as an input to the planning and revision of such programs.
27. Preservice education of teachers will be conducted through teacher education programs of designated public universities or colleges and may be conducted on undergraduate or graduate levels for college credit or certification purposes.

28. The state agency for vocational education, in cooperation with teacher training personnel and local educational agencies, is responsible for conducting annual evaluations of the requirements for the certification of vocational education personnel and the content and/or methods of teacher education in order to ensure an adequate supply of qualified personnel commensurate with changing needs in vocational education.
29. Recruitment, selection, and employment of vocational education personnel will be consistent with current affirmative action policies.
30. The Board of Education (and/or other appropriate agencies) shall review and modify or make recommendations for modification of certification requirements whenever, in their judgment, the recommendations of their staffs indicate additions or modifications that are necessary or desirable.
31. A periodic needs assessment of vocational education personnel shall be conducted by the state agency for vocational education.
32. The state agency for vocational education shall enter into agreements with colleges, universities, local education agencies, and other public or private agencies and institutions for the purpose of allocating funds for conducting vocational education research, developmental projects, demonstration programs, or exemplary projects, in accordance with procedural steps established by the State Department of Education and/or the state plan for vocational education.
33. An appropriate program for orienting new personnel to the agency/system shall be maintained at all levels of the vocational education system.
34. Occupational exploration programs will be provided that assist individuals to achieve an awareness of self-fulfillment and self-respect.
35. The state shall provide necessary support services to the personnel orientation programs at all levels.
36. Exploratory occupational programs that are designed to assist individuals in developing their understanding of and appreciation for the production and distribution of goods and services and for the role of gainful employment in society will be provided.
37. The state agency for vocational education (or other appropriate agency), in cooperation with accredited teacher-education institutions, local educational agencies, professional and other organizations, and business and industry, will provide opportunities for the professional development and improvement of vocational education personnel.

38. Vocational education will be available to fit individuals for gainful employment or advancement in any recognized occupation, except those which are generally considered to be professional, or those requiring a baccalaureate or higher degree.
39. The state shall have a certification policy for vocational education personnel which provides for maintaining and strengthening instructional competency and occupational currency.
40. The development of instructional competencies shall be the shared responsibility of the individual, the local educational agency, the state, and teacher-training institutions.
41. The state shall have a program to develop leadership personnel for vocational education.
42. The state shall have a program to prepare state and local-level vocational education administrators, and to update their skills as necessary.
43. The state will recognize vocational education personnel development as an essential component of a quality vocational education system and will maintain a management system for delivery of a realistic program of vocational education personnel development to include:
 - (a) continuing assessment of present and future needs;
 - (b) identification of alternate agencies, institutions, and strategies that can serve those needs;
 - (c) services delivered and the delivery method;
 - (d) priority programs;
 - (e) inservice education; and
 - (f) evaluation and feedback.
44. The development of vocational education programs shall involve input from other agencies such as labor, employment, and manpower; community and employer groups shall be used in the development of vocational education programs.
45. Inservice education programs will be conducted on a continuing basis for all vocational education personnel in the state.
46. Instructional programs will be determined on identifiable needs using occupational advisory committee recommendations, occupational surveys, and/or employment statistics. Surveys and/or statistics used shall be current, and these data shall reflect existing job requirements.

47. The minimum program standards for those occupations that require licensure or certification shall be compatible with appropriate state and/or national codes and regulations.
48. Provision shall be made for appropriate articulation and approval of vocational education activities among all agencies involved.
49. Occupational exploration programs will be provided that develop an attitude of respect for work, pride in workmanship, and respect for the inherent dignity of the worker.
50. Occupational exploration programs will be provided that emphasize the importance of striving for excellence in all work.
51. Occupational exploration programs will be provided that provide knowledge and practical experience through active student participation to assist in the choice of an occupation.
52. Provision shall be made for vocational guidance programs which shall include but not be limited to occupational information and counseling.
53. Vocational education programs will be developed to provide for the vocational interests of students and the needs of business and industry by seeking a balance of realistic student interest with identified industry needs as indicated by the best available short- and long-range forecasts of manpower requirements.
54. The program of instruction in vocational education shall be designed (1) to prepare or retrain youth and adults for gainful employment or for advancement in recognized occupations and in new and emerging occupations; or (2) to prepare individuals for enrollment in advanced vocational training.
55. Vocational education will offer programs which will be designed to serve all persons of secondary school age or older, including those who have academic, socioeconomic, cultural, physical or other handicaps, who need or can profit from the instruction.
56. Educational institutions and agencies shall structure a master plan to set priorities and resolve conflicts prior to approaching the legislature for funding purposes or other legislative matters.
57. Educational institutions and agencies within the state shall structure a common information system to aid in legislative analysis and decision-making.
58. There will be a single plan for vocational education in the state although more than one administrative agency may have responsibility for administering parts of the plan.

59. There shall be one state agency for vocational education, and that agency shall have responsibility for the assignment of the management of programmatic efforts to the various institutions and agencies conducting vocational education and for the administration of the provisions of federal and state vocational education legislation.
60. Educational institutions and agencies shall work with legislative agencies or committees to determine what elements of information are needed for decision-making purposes.
61. The state agency for vocational education shall maintain a close relationship and liaison with all federal agencies, congress, and legislators in order to provide opportunities for serving youth and adults with vocational education.
62. Local and state educational agencies shall cooperatively provide a coordinated input to the legislative process, both at the state and federal levels.
63. The funding of the vocational education program will be based upon and directly related to identified local and state priorities in such areas as manpower needs and population demand.
64. The continued funding of vocational education programs shall be based on the ability of the programs to achieve specified, measurable objectives.
65. State funding of vocational education programs shall be based on a planning system which identifies and, whenever possible, eliminates or avoids unnecessary program duplication.
66. State and local funds will be used to provide for basic vocational education costs and for the maintenance of the vocational education program.
67. Federal vocational education funds will be used to supplement state and local funds in the areas of: (1) personnel development, including teacher training and leadership development; (2) program start-up costs; (3) special training needs; (4) equipment acquisition and replacement; (5) construction; (6) research; and (7) curriculum materials development.
68. Methods, systems, or formulae will be developed and used that accurately and realistically delineate the responsibilities of federal, state, and local educational agencies in the funding of the vocational education effort in the state.
69. Accounting systems will be developed and used that are designed to clearly discriminate among receipts, disbursements, and balances of the several sources used to fund vocational education.

70. The state agency for vocational education shall advise and inform all local educational agencies and other institutions of the resources and services available for programming, planning, and budgeting of activities to serve youth and adults in the various vocational education areas.
71. The state agency for vocational education shall establish a system which provides continuous funding to maintain and improve the various vocational programs, but which shall also encourage cooperating agencies to expand their offerings to meet the shifting demands of the students, the community, and the labor market.
72. Financial assistance and incentive will be provided for the development and maintenance of comprehensive vocational education programs at all levels, including occupational exploration, secondary, post-secondary, and adult.
73. The state agency for vocational education shall recognize the need for and shall annually budget funds for research, curriculum materials development, facilities design, and leadership development.
74. Factors such as the socioeconomic level of the population to be served and the tax base of local educational agencies shall be recognized and considered when establishing rates of reimbursement for the residual or excess costs of vocational education.
75. The state agency for vocational education in cooperation with local educational agencies shall define all services to be performed within the vocational education system of the state, and will institute the necessary plans for the most efficient uses of available resources.
76. A continuing program of cost-benefit analysis of vocational education in the state will be developed and maintained by the state agency for vocational education (or its designee) for the purpose of providing input to the planning, development, and evaluation process.
77. Procedures will be instituted in the state to fund vocational education at a level sufficient to maintain, expand, and improve the program according to the provisions of the federal and state laws in effect.
78. The allocation of vocational education funds to local education agencies shall be based on consideration of an identified need for vocational education of the population of the local school system, on specific plans to meet the identified needs, on the compatibility of such plans with long-range objectives, on current and projected manpower needs, and on job opportunities at the local, state, and national levels.

79. In apportioning funds among local education agencies, no local education agency which is making a reasonable tax effort will be denied funds for establishing new vocational education programs solely because it is unable to pay the nonfederal share of the cost of such programs.
80. The state agency for vocational education will allocate funds to local education agencies in accordance with the percentage requirements of the act(s) in effect. The amount of monies to be allocated will be divided between secondary and post-secondary jurisdictions using a formula that is designed to provide for the maintenance and improvement of the vocational education effort at both levels.
81. School districts which are financially unable to provide facilities and equipment for a program of occupational education or which have fewer than the required number of students to maintain the vocational unit will be eligible to enter into contracts with eligible educational institutions for the instruction needed.
82. The types and sources of data used for vocational education planning purposes shall be periodically reviewed, revised, and updated by groups that include representation from education, labor, management, and the general public.
83. The degree of comprehensiveness of the state and local plans for vocational education shall be periodically reviewed—the state plan by the advisory council, and the local plans by the state agency for vocational education.
84. The state administration, using advisory input from external sources, shall evaluate the consistency of local and state plans against state and national trends and priorities.
85. Planning for vocational education shall consist of an assessment of needs and the establishment of quantifiable goals and objectives which describe outcomes. All planning will be based upon stated assumptions and specific criteria, and will be conducted jointly at both the state and local levels.
86. Evaluation of local plans shall include consideration of the need for programs and the resources required for start-up and continual operation.
87. The state agency for vocational education in cooperation with local educational agencies will evaluate national priorities to determine their suitability for state planning.
88. The goals and objectives generated by the planning process shall be reviewed and evaluated by groups external to the formal education process.

89. The vocational education planning process shall be documented in such a format that the techniques and the content of the planning process may be evaluated and used in future planning.
90. Persons external to the formal educational process to be included in the vocational education evaluation scheme shall include, but not be limited to, representatives of community and governmental agencies, business, industry, labor and management.
91. Educational personnel to be included in the vocational education evaluation scheme shall include, but not be limited to, representatives of administration, teachers, students, counselors, and other support staff.
92. Each agency employing vocational personnel (or any consortium of agencies) shall design a system of personnel quality control to insure a cooperative effort for evaluating all state and local vocational personnel, including teachers, administrators, supervisors, teacher educators, paraprofessionals, and support staff.
93. Any system for personnel quality control that is originated and monitored by the state or local educational agencies shall be offered through a comprehensive staff development program to meet the needs of all vocational personnel. The system shall be continuous and compatible with state standards, state and local plans, and individual personal programs of work.
94. There shall be continuous internal and external monitoring of both the state and the local systems of evaluation.
95. Personnel quality control shall be a joint effort of the local educational agencies, state education agencies, and teacher-education institutions, and shall be planned and coordinated with business, industry, labor, governmental, and appropriate community agencies.
96. Personnel quality control systems shall be designed to serve the needs of individual vocational educators and shall include initial certification procedures, occupational experience requirements, and recommended techniques of instruction. The system shall contain built-in provisions for continuous upgrading of instructional expertise.
97. Personnel evaluation shall be student performance oriented.
98. Evaluation of all segments of the vocational education system shall be a cooperative effort involving state and local educational agencies.

99. All vocational areas shall design procedures for insuring the continuous upgrading of technical and/or teaching or administrative competence of vocational personnel.
100. When evaluations indicate that existing programs should be revised or deleted, administrative process shall provide for the necessary personnel adjustments.
101. Institutions of higher education or educational agencies that provide pre- and inservice education for teachers, counselors, and administrators shall base their instruction on identified needs of local and state agencies and shall include active participation of staff members from all agencies involved.
102. Full-time teachers in vocational education shall have successfully completed an appropriate written or manipulative examination to establish technical competency in the occupational area for which they are to be certified and shall complete a specified number of units of instruction in the processes and evaluation of teaching, principles and practices of vocational education, and evaluation of student learning.
103. Program evaluation shall be an integral part of the state's vocational education program and the State Board, through the State Plan for Vocational Education, shall make provisions for periodic and continuous evaluation procedures at both the state and local program levels.
104. A system for evaluating shall be developed to determine how effective vocational programs are in meeting their stated objectives. This system will be ongoing and provide for modification resulting from appraisal by students, employers, and advisory committees. Evaluation statements shall be specific and must include suggestions for improvement directly related to recommendations of local advisory committees. The system of evaluation must provide for specific followup information on each student who has left state-approved programs at the secondary, adult, or community college levels. Such information shall include, but shall not be limited to, employment or education status following completion or departure from the training program.
105. Continuous evaluation of local vocational education programs, services, and activities shall be the function and responsibility of the local education agencies to assure that their programs are adequately meeting objectives established for such programs and those objectives established for the state.
106. Provisions shall be made for structured evaluation procedures and processes at the state and local levels.

107. Evaluation procedures shall be established at predetermined intervals following implementation of the various vocational programs.
108. Evaluative input should occur at least during the following stages of development of the program: needs determination; objectives development; curriculum planning; facilities design and selection; and equipment selection.
109. Evaluative procedures shall involve internal and/or external resources and shall employ specific techniques designed to assess one or more of the elements of the program.
110. There is a variety of analysis techniques available for evaluating vocational education. The specific technique to be used in evaluating vocational education will depend on the type of program or operation being evaluated.
111. Evaluation procedures for vocational programs shall include those educational elements that provide support services to vocational education.
112. The state plan for vocational education shall require and describe a plan for program evaluation.
113. Evaluation systems of local and state agencies shall be coordinated to eliminate unnecessary duplication of effort.
114. All reports and evaluations of programs and projects shall be made available to those agencies or institutions planning inservice education for the purpose of enhancing the effectiveness of instruction, provided that the agencies that have been evaluated are not identified.
115. In addition to other provisions of the state plan for evaluation of vocational education programs, the local educational agency shall make specific provisions for continuous quantifiable evaluation and followup of students enrolled in vocational education programs.
116. Local educational agencies shall prepare and submit evaluation reports for vocational education programs to the state agency which indicate, among other things, the extent to which the standards of the state plan and those of their annual plans for vocational education have been maintained.
117. Evaluation will be made by the State Board staff of the local educational agency's plan for vocational education. Such evaluation will include a review of the local educational agency's objectives and processes for meeting these objectives.

118. The state agency for vocational education, in cooperation with its state advisory committee and others, shall evaluate its statewide annual and long-range program objectives with reference to the employment patterns of current and projected manpower needs.
119. When appropriate, evaluation information gathered from specific programs and projects will be used in planning, conducting and evaluating programs and projects of similar nature and design.
120. Vocational education programs, services and activities shall be regularly evaluated on a statewide basis. Local education agencies conducting approved vocational education programs, services or activities shall submit to the appropriate state agency statistical and narrative evaluation reports describing program accomplishments and the extent to which local program objectives were met.
121. All agencies shall agree upon and utilize some common items of evaluation information useful to decision-makers.
122. Evaluation procedures shall be designed to describe and assess the current status of vocational programs with the purpose of identifying gaps between the current reality and a clearly stated predetermined ideal.
123. Evaluation reports shall be written in a language that is understandable by the general public.

POLICY-MAKING STRATEGIES FOR VOCATIONAL EDUCATION

1. Involve all people who will be affected by a proposed policy in the development of that policy.
2. Show decision-makers successful and exceptional programs and practices which illustrate a basis or need for policy statements in order to continue or increase such programs and practices.
3. Use audiovisual presentations as a means of giving reports to decision-makers.
4. Implement a leadership development program that is designed to provide personal and professional skills and integrity.
5. Give the options for and the consequences of each proposed policy statement which is presented to decision-makers.
6. Inform decision-makers of problems and recommend solutions that require their action.
7. Make formal and informal reports to the legislature and legislative committees concerning the status of vocational education and proposed or existing legislation.
8. Utilize the personal testimony of students, parents, program graduates, and employers when making reports to and/or requesting action of decision-makers.
9. Initiate employer appreciation banquets (hosted by students) and involve decision-makers and legislators in the program.
10. Schedule state advisory council meetings on school sites and involve students in the presentations and discussions.
11. Maintain continuous personal and written contact with decision-makers and legislators.
12. Follow up all effort and action of decision-makers by indicating written appreciation.
13. Get the legislature to personally sponsor reports or studies after pointing out to them how the state, the students, and the profession will benefit.
14. Know the staffs of the legislators and provide them with information or proposals that they may relay to their employers.
15. Put vocational education "on display" at state fairs or expositions.

16. Give "State-of-the-State" messages to legislators at meal-function presentations in Washington, D.C.
17. Invite the governor's education liaison person or educational cabinet to observe and participate in vocational education functions.
18. Use the efforts of organizations such as the PTA, NEA, and other groups that formulate statements of educational needs or requirements to lobby and influence the legislature, the State Board of Education, and the Community College Board.

Summary of Findings

Based on an evaluation of the procedures and product of the EPDA subproject entitled *Policy-Making Strategies for Vocational Education* during the first 11 months (September 1, 1974, through July 31, 1975) of its operation, the following are the most important findings:

1. The range in percentages of favorable reactions by project participants to each of 12 characteristics of the five workshops conducted in the project was from 98.6 percent (regarding suitability of language used in workshop materials) to 77.9 percent (regarding amount of reading required for workshops).
2. "Worthiness of the workshops to be recommended to others" and "Learning gained from involvement in the workshops" were given favorable ratings by 98 percent and by 96.8 percent of the participants, respectively.
3. The range in percentages of favorable ratings given by the participants to each of the workshops as a whole (including all 12 characteristics) was from 75.1 percent (for the first workshop) to 96.9 percent (for the fourth workshop).
4. The range of ratings (on a 0 to 5 basis) given by the participants, after the conclusion of the fifth workshop, to the 12 aspects of the workshops (considered collectively) was from a high of 4.8 for "Helpfulness of project staff members" to a low of 3.7 for "Usefulness of materials shared by other participants."
5. The rating given by the participants to the workshop quality referred to as "Usefulness of total-group discussions" was 3.9 as contrasted with the rating of 4.3 which was given to the quality referred to as "Usefulness of small-group discussions."
6. At the conclusion of the five workshops, 90 percent of the participants described specific ways in which they had used, or would use, their learnings from the workshops in the development or improvement of vocational education policies in their states and local communities.
7. At the conclusion of the five workshops, 70 percent of the participants listed possible improvements which might have been made in the procedures of the workshops.

8. In the course of the five workshop sessions, the participants formulated 42 *principles* of vocational education (36 of which were refined to the point of being rated "acceptable"), 123 *policies* for vocational education (66 of which were refined to the point of being rated "acceptable"), and 18 *strategies* (all of which were rated "acceptable").

Conclusions

Based on the findings of this study, the following conclusions seem to be justified:

1. The procedures and materials used in this project were productive not only of much favorable reaction by participants but also of considerable substance in terms of principles and policies for vocational education.
2. The working together of decision-makers as in the workshops of this project appears to be an effective strategy for policy-making in vocational education.
3. Policy-making strategies actually practiced in this project may be applicable in vocational education at the local, state, and federal levels.
4. The ultimate test of the value of the policies and policy-making strategies developed in this project will lie in their future usefulness in the improvement of the vocational education policies of the 50 states and of the federal government.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. The statements of principles, policies, and policy-making strategies formulated in the workshops of this project should be further refined by the staff and by a subgroup of project participants, so that the revised statements may be included in the final report on the project.
2. Results of this project should be disseminated in conferences and seminars throughout the United States, probably on a regional basis, so that they might serve as a point of departure for policy-making in vocational education programs of all of the states.

3. The use of workshops, as in this project, involving democratic interaction of key decision-makers in small-group and total-group work sessions should be considered as a model approach to making policies for vocational education.
4. Planners and leaders of future workshops related to making policies for vocational education should note the ratings and suggestions for improvement given by participants in this project.
5. In a followup study, the impact of the processes and product of this project on state- and federal-level policies for vocational education should be documented and evaluated.

APPENDIX D
Project Report

APPENDIX

D

POLICY-MAKING
FOR
VOCATIONAL EDUCATION

Division of Vocational Education
University of California
November, 1975

The activities which are reported herein were supported in whole or part by the U.S. Office of Education, Department of Health, Education and Welfare in cooperation with the Bureau of Occupational and Adult Education, under the Education Professions Development Act. Contractors conducting such projects under Government sponsorship are encouraged to freely express their professional judgment in the conduct of the project. Points of view or opinions stated do not necessarily represent official U.S. Office of Education policy.

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1975

FOREWORD

One of the persistent stumbling blocks in the pathway to quality vocational education programs has been the nature of, or in many instances the lack of, policy for vocational education at the state level. Some states presently have excellent statements of policy, but many do not. This project was planned to provide assistance to all states as they review or establish basic statewide policy for vocational education.

This project was a long time in the planning stage. It would have been perfectly possible for a person with extensive expertise in vocational education to develop some reasonable statements of statewide policy. But no one individual, despite extensive experience, could really feel the pulse of the nation as to the nature of appropriate contemporary statements of policy for vocational education at the state level.

Five states were selected for participation in the project . . . Washington, California, Texas, Ohio and Georgia . . . as having a representative sampling of vocational education programs in the nation. Six persons in positions involving policy formation were invited from each of the five states to form the project participant group (Appendix A). These participants represented vocational education at all levels; high school, adult school and community college. From the over 500 years of experience and the broad backgrounds of interest of the participants, it was possible to construct a consensus representing state vocational education policy with implications for local policy needs.

The total group met five times, one conference in each of the five states, to formulate policy statements. This proved to be an exciting professional experience for the total group because it was necessary to avoid provincialism and maintain a nationwide point of view. At the five conferences, the participants reviewed and reinterpreted the principles upon which vocational education is based, and identified or developed policy statements around categories that had been identified by the project's national advisory committee (Appendix B) at a December, 1974 meeting. The opinions of the persons attending the five conferences were supplemented, reinforced, and in some cases modified, by resource people who provided background material and insight on the topic of each particular meeting.

Upon completion of the five national conferences, a summary conference was held in August, 1975, with representatives from each of the participating states, for the purposes of making a final review and accomplishing a partial editing of the report. A meeting of the advisory committee was held on the day following the summary conference. A final review was held with representatives of the U.S. Office of Education in October, 1975.

This report is intended as a guide for all persons; state, county, and local, who mold or contribute to statewide policy for vocational education. Principles which

have been restated and updated in order to serve as a basis for policies are included in the report. Policy statements concerning program, personnel, fiscal operation, and evaluation are included in an attempt to isolate and delineate some of the factors that effect the everyday operation of vocational education at the state level. The statements in this report are not operational policies, or rules and regulations, but are general statements that may be used to express the intent of society, business, industry, labor and the education hierarchy.

The Division of Vocational Education, University of California, Los Angeles, California, planned and conducted the project and the conferences that were part of the project. J. Lyman Goldsmith, retired Los Angeles City Schools Administrator, managed the project. He and his assistant arranged conference sites, schedules and activities, prepared conference materials, finalized agendas, arranged for resource services (Appendix C), handled project details, and reported project findings. Paul Bott assisted in project management and was responsible for research and writing. Clarence Fielstra, operating as an independent evaluator, evaluated all project activities and outputs. Nancy Goff, Administrative Assistant, and Judy Madson, Secretary, handled fiscal and secretarial details.

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INTRODUCTION

The statements of vocational education principles and policies presented in this report must be viewed in relation to the historical background of vocational education planning and implementation in the United States. The statements of principles are not new, but are refinements and reinterpretations of statements that have previously been made. Not all of the policy statements are new, but many of them have been revised and updated.

By 1917, when implementation of the vocational movement in education began, at least eleven years of careful study had been devoted to the fundamental issues related to vocational education. Proponents of the vocational education movement had been careful to "think through" in great detail the purposes, the practices, and the ultimate goals of vocational education. This planning process had involved participation from a wide range of the American public. The list of such persons, if it could be reproduced, would represent a who's who of business, industry, agriculture, education, and the public at large. These were the men and women who believed in providing a better deal for the youth and adults who needed to improve their positions in the world of work. From the beginning, vocational education has been concerned with people and the work that they do.

The professional association which represented the interests of the growing number of people with concerns for vocational education was the National Society for the Promotion of Industrial Education, founded in New York in 1906. (This group is now known as the American Vocational Association.) Because vocational education was of national concern, because of the mobility of labor, and because of financial limitations among the states, the Society sought federal appropriations for secondary and adult vocational education to match the Congressional action for the colleges in 1862—the Morrill Act.

A long period of study, 1906-1917, by the professional association preceded congressional action. During this period many foundation elements for vocational education were examined in detail. Members of the Society came to agreement on the basic issues that they wanted as generalizable items to be applied to all of vocational education. For example, in 1907, they came to a conclusion on the question as to whom vocational education was to be made available. Their actual statement reads as follows: "race, creed, color, sex, or national origin shall not debar anyone from vocational education."

These foundation elements were identified in the proceedings and reports of the National Society for the Promotion of Industrial Education and were debated in annual meetings of the Society. Few areas of education have had such a thorough review before being implemented as did vocational education. The professional literature of the period, newspapers, and popular periodicals picked

up the Society's ideas for comment and review. At one period of time, circa 1912-1914, Senator Carroll S. Page estimated that his activities alone concerning vocational education had reached more than ten million people. The early activities and studies resulted in the passage of the Smith-Hughes Act in 1917.

At the beginning of the vocational education movement there were no "experts" in vocational education. The principles and practices had to be learned by each person. A philosophy (as the term is used loosely in vocational education) had to be developed. This philosophy consisted actually of an understanding of the basic principles which had been identified between 1906 and 1917. The early teachers of the philosophy, policy, and principles of vocational education were the persons who had participated in developing the foundations for the structure of vocational education.

Presently, three generations later, these early leaders are gone. Few people now active in vocational education have had the privilege of "sitting at the feet of the masters" to learn about vocational education and thus develop a sound commitment to the field—a commitment based upon foundation principles.

The enactment of the two federal vocational education acts of 1963 and 1968 has proved to be a major cause of the tremendous increase in the number of vocational programs in the last fifteen years. Yet, parts of the allocations under the federal legislation have never been used, often because there has existed no policy or system for using the funds efficiently and effectively once they were released. Too often the policies that have been adopted by states have been adopted solely for the purpose of accepting certain funds provided by the federal legislation. Policy at the state level has not been adjusted to meet the new goals set for the vocational education effort by federal legislation, industry, and society.

To achieve the national goals of vocational education, wise planning and vigorous action is required of people in leadership positions. Educational decision-makers must be directly involved in the development of policy that will govern the nation's schools if national goals are to be met.

One of the major purposes of this project was to review and reinterpret some of the early principles of vocational education and then suggest optimum policy statements for use in four basic areas—program, personnel, finance, and evaluation. The project was an attempt to develop ways and means to increase the impact of vocational education funds by encouraging the highest level of decision-makers from five states to be participants in a leadership program that had as an aim the development of policy for vocational education that is based on sound social, philosophical, and economic principles.

When "vocational education" is referred to in this report, it should be understood that "quality vocational education" is meant. Quality vocational education has such components as:

- (1) a qualified, competent staff;

- (2) meaningful, effective, up-to-date curricula offerings;
- (3) placement assistance for individuals who have received instruction;
- (4) supportive community and business-industry elements; and
- (5) built-in self adjusting mechanisms that anticipate or react to the demands of the labor market and society.

The policy statements contained in this report are generalizable to all vocational education and are prescriptive only in the sense that they provide examples from which rules may be developed. Administrative prescriptive rules, if they are needed at all, should be developed on the basis of general policy statements. The policy statements in this report have not been given any order of priority.

For Whom is This Report Intended?

This report is intended primarily for policy-makers at the state level; such as persons in education and areas of state government who occupy a decision-making role related to vocational education, or those who are in a position to influence policy at the state level. Included as policy-makers are members of state boards of education, state vocational education advisory committees, state boards of vocational education, and other state boards that have official functions related to vocational education. In addition, the report is intended for any person (state, county, and local) whose actions and pronouncements mold or contribute to statewide policy for vocational education.

How Can This Report be Used?

States vary widely in the extent to which they have developed viable, up-to-date policy for vocational education. While some states do have excellent policy statements, others do not. This report can be used by all states to review their own policy statements about vocational education, and to update, extend, or modify such policy statements. States can make an issue of having sound policy—policy that can be generalizable to all vocational education programs, and policy that is not prescriptive. States can review their “rules and regulations” for vocational education—the prescription for vocational education in a state—and can test or match the prescription against their policy. States may wish to incorporate their policy related to vocational principles in their state education codes, thereby declaring that policy to be that of the people of the states.

PRINCIPLES OF VOCATIONAL EDUCATION

To be effective, a policy must be based upon an underlying belief or assumption. Principles are basic truths, laws, or assumptions which determine the intrinsic nature or behavior of vocational education. Principles serve as the basis for policy and are inextricably bound to the economy, the labor force, and the social structure. The majority of the principles that guide vocational education today were first delineated during the period 1906 through 1917, and have been periodically reinterpreted to reflect changes in society, business, industry, and education. Principles that were first expressed as beliefs or theories, have since 1917 been verified and are now considered as standards or basic truths.

The principles contained in this report are based on beliefs as to what is or should be true in vocational education. Each statement is presented as if it actually is true, even though in some cases this ideal may not yet be reached.

The principles that are listed in this report are of a broad philosophical nature and are not intended as operational guidelines or rules and regulations.

Individual states may wish to use the principles contained in this section as the basis for broad general policies and then translate those policies into operational policies and rules and regulations.

- VOCATIONAL EDUCATION BENEFITS AND IS THE SHARED RESPONSIBILITY OF THE NATION, THE STATE AND THE LOCAL COMMUNITY.
- VOCATIONAL EDUCATION REQUIRES A COMPETENT STAFF WITH EXPERTISE IN THE FIELDS FOR WHICH THEY ARE RESPONSIBLE.
- VOCATIONAL EDUCATION IS DEVELOPED, CONDUCTED, AND EVALUATED IN CONSULTATION WITH APPROPRIATE ADVISORY COMMITTEES.
- VOCATIONAL EDUCATION IS BASED UPON A SYSTEMATIC ASSESSMENT OF SOCIAL, ECONOMIC, AND EMPLOYMENT NEEDS.
- VOCATIONAL EDUCATION REFLECTS AND ANTICIPATES THE CHANGING ATTITUDES AND VALUES OF SOCIETY AS WELL AS THE CHANGING REQUIREMENTS OF BUSINESS AND INDUSTRY.
- VOCATIONAL EDUCATION BENEFITS INDIVIDUALS IN RELATION TO ECONOMIC NECESSITY, PERSONAL SATISFACTION AND COMPETENCE ON THE JOB.

- VOCATIONAL EDUCATION PROVIDES OPTIONS THAT WILL BENEFIT INDIVIDUALS ENTERING, UPGRADING OR RETRAINING FOR EMPLOYMENT.
- VOCATIONAL EDUCATION PROVIDES FOR THE UNIQUE NEEDS, EXPERIENCES, AND VARYING ABILITIES OF INDIVIDUALS.
- VOCATIONAL EDUCATION IS OF DIRECT VALUE TO SOCIETY IN RELATION TO THE STABILITY OF THE ECONOMY AND THE SUPPLY AND DEMAND OF THE LABOR FORCE.
- VOCATIONAL EDUCATION PROVIDES OPPORTUNITIES FOR INDIVIDUALS TO DISCOVER AND DEVELOP THEIR VOCATIONAL INTERESTS AND ABILITIES AND TO BE ASSISTED TOWARD PLACEMENT IN THE OCCUPATION FOR WHICH THEY HAVE RECEIVED INSTRUCTION.
- VOCATIONAL EDUCATION DEVELOPS WORK ATTITUDES, SALEABLE SKILLS, AND USABLE KNOWLEDGE RELATED TO EMPLOYMENT.
- FLEXIBLE ENTRY AND EXIT FOR INDIVIDUALS IS A CHARACTERISTIC OF VOCATIONAL EDUCATION.
- VOCATIONAL EDUCATION IS APPROPRIATE FOR ALL INDIVIDUALS WITHOUT REGARD TO SEX, CREED, RELIGION, RACE, GEOGRAPHICAL LOCATION, OR PHYSICAL OR MENTAL HANDICAPS.
- VOCATIONAL EDUCATION IS AN IDENTIFIABLE INTEGRAL COMPONENT OF QUALITY COMPREHENSIVE EDUCATIONAL SYSTEMS.
- VOCATIONAL EDUCATION CONTRIBUTES TO THE CONCEPT THAT AN INDIVIDUAL'S OCCUPATION IS A MAJOR COHESIVE FORCE IN THE CONTINUITY OF THAT INDIVIDUAL'S LIFE.
- VOCATIONAL EDUCATION LEARNING IS MORE EFFECTIVE WHEN IT OCCURS IN A CONTEXT THAT EITHER IS OR SIMULATES AN ACTUAL JOB SITUATION.
- VOCATIONAL EDUCATION IS CONCERNED WITH THE TOTAL GROWTH OF INDIVIDUALS.
- VOCATIONAL EDUCATION IS FOR THOSE INDIVIDUALS WHO NEED IT, WANT IT, AND ARE ABLE TO PROFIT BY IT.

- VOCATIONAL EDUCATION IS HELD ACCOUNTABLE AND IS EVALUATED ON THE BASIS OF OBJECTIVES, PROCESSES, PRODUCTS, COSTS AND COMMUNITY ACCEPTANCE.
- VOCATIONAL EDUCATION IS COORDINATED AMONG THE VARIOUS AGENCIES AND INSTITUTIONS SO AS TO MAXIMIZE AVAILABLE RESOURCES.

PROGRAM POLICIES

The total vocational education program consists of the courses, sequence of courses, or groups of courses that comprise the total offerings in vocational education. The program could be as broad as the occupational structure itself except that federal legislation under the title of "vocational education" does not include occupations that are classified as *professional* or that require a *baccalaureate or higher degree*.

The vocational education program is intended to be closely related to the occupations or jobs that employ most of the people. In this sense the program is sensitive to employment and can be expected to change as employment demands fluctuate or change. As new occupations and jobs are developed that create an employment market, vocational education is expected to adapt its program to include these new employment areas. Similarly, as old occupations cease to provide an employment market, vocational education is expected to reject such preparation as a part of its program.

An apparent conflict of principles frequently appears when an enrollment demand exists, but an employment demand does not exist. Denying individuals the right to instruction they desire—the freedom of choice concept—appears to be inconsistent when one applies the employment potential concept. The freedom of choice concept is modified in vocational education theory by an additional phrase—"must be able to profit from the instruction." Since an ultimate aim of vocational education is to educate people so that they might be placed in a job, "profit" is often interpreted to have a "monetary" value rather than a "personal" value overtone. So, in a sense, complete freedom in program development is modified by employment opportunities.

The vocational education program is also influenced by the "availability" concept in vocational education. It is incumbent upon the states to study carefully the availability concept and to make it possible for vocational education instruction to be "available" to all. Extremes in the application of the availability concept appear at times to have impossible, or impractical solutions.

The policy statements in this section address the extent and scope of vocational programs, the people to be served, and criteria for use in program planning. In many instances, these statements could be directly incorporated into state education codes, while in other cases they might require some modification in order to fit state education patterns.

- VOCATIONAL EDUCATION SHALL BE PROVIDED TO THE EXTENT THAT ALL INDIVIDUALS LEAVING OR GRADUATING FROM EDUCATIONAL INSTITUTIONS WILL HAVE HAD THE OPPORTUNITY TO OBTAIN A SALEABLE SKILL.

- VOCATIONAL EDUCATION PROGRAMS SHALL PROVIDE FOR A REALISTIC BALANCE BETWEEN THE VOCATIONAL INTERESTS OF INDIVIDUALS AND THE NEEDS OF BUSINESS, INDUSTRY, AND SOCIETY.
- VOCATIONAL EDUCATION PROGRAMS SHALL INCLUDE INSTRUCTION IN READING, ORAL AND WRITTEN EXPRESSION, COMPUTATION, AND SOCIAL INTERACTION AS THEY ARE REQUIRED BY THE OCCUPATIONS.
- VOCATIONAL EDUCATION PROGRAMS SHALL PROVIDE OCCUPATIONAL INFORMATION AND GUIDANCE.
- VOCATIONAL EDUCATION PROGRAMS SHALL BE DESIGNED TO SERVE ALL INDIVIDUALS OF SECONDARY SCHOOL AGE OR OLDER, INCLUDING THOSE WHO HAVE ACADEMIC, SOCIOECONOMIC, CULTURAL, PHYSICAL OR OTHER HANDICAPS, AND WHO NEED OR CAN PROFIT FROM THE INSTRUCTION.
- VOCATIONAL EDUCATION PROGRAMS SHALL BE DESIGNED (1) TO PREPARE OR RETRAIN YOUTH AND ADULTS FOR EMPLOYMENT OR FOR ADVANCEMENT IN RECOGNIZED AND NEW AND EMERGING OCCUPATIONS; OR (2) TO PREPARE INDIVIDUALS FOR ENROLLMENT IN ADVANCED VOCATIONAL EDUCATION PROGRAMS.
- VOCATIONAL EDUCATION SHALL BE PROVIDED FOR YOUTH AND ADULTS TO ENABLE THEM TO BE PREPARED FOR, RETRAINED, OR UPGRADED IN RECOGNIZED AND NEW AND EMERGING OCCUPATIONS.
- VOCATIONAL EDUCATION PROGRAMS SHALL BE PROVIDED THAT ALLOW INDIVIDUALS THE OPPORTUNITY TO ENTER, PROGRESS, AND EXIT AS THEIR SPECIFIC NEEDS DICTATE.
- VOCATIONAL EDUCATION PROGRAMS SHALL BE DEVELOPED AND PERIODICALLY REVISED TO REFLECT SOCIETAL, ECONOMIC, AND OCCUPATIONAL CHANGES.
- VOCATIONAL EDUCATION THAT IS REALISTIC IN TERMS OF ACTUAL OR ANTICIPATED OCCUPATIONAL REQUIREMENTS SHALL BE PROVIDED TO ALL INDIVIDUALS WHO NEED IT AND ARE ABLE TO PROFIT FROM IT.
- VOCATIONAL EDUCATION PROGRAMS SHALL BE DEVELOPED WITH INPUT FROM SUCH AGENCIES AS LABOR, EMPLOYMENT OR MANPOWER, COMMUNITY, AND EMPLOYER GROUPS.

- VOCATIONAL EDUCATION PROGRAMS SHALL BE DEVELOPED IN CONSIDERATION OF NATIONAL, STATE AND LOCAL LABOR MARKET FORECASTS.
- VOCATIONAL EDUCATION PROGRAM OFFERINGS SHALL BE DETERMINED ON THE BASIS OF IDENTIFIABLE NEEDS, OCCUPATIONAL ADVISORY COMMITTEE RECOMMENDATIONS, EMPLOYMENT STATISTICS, AND CURRENT OCCUPATIONAL SURVEYS.
- VOCATIONAL EDUCATION ACTIVITIES, SUCH AS PLANNING, PROGRAMMING, OPERATING, AND EVALUATING, SHALL BE APPROPRIATELY ARTICULATED AMONG ALL AGENCIES AND INSTITUTIONS INVOLVED.
- VOCATIONAL EDUCATION INSTITUTIONS AND AGENCIES WITHIN THE STATE SHALL STRUCTURE INFORMATION SYSTEMS WHICH SHALL INCLUDE COMMON DATA ELEMENTS TO AID IN PROGRAM DECISION-MAKING AND LEGISLATIVE ANALYSIS.

PERSONNEL POLICIES

An effective comprehensive vocational education program can only be implemented and made operationally functional today with a qualified and competent staff of teachers, supervisors and administrators.

Federal legislation has not addressed the personnel problem in vocational education since the Smith-Hughes Act of 1917. In the past, primary concern was based on the teacher and teacher competence. Vocational personnel thought to be competent at the time they were hired were assumed to be competent forever. To some degree, in this same period of time, state-level policies have been directed toward those who plan, organize and administer vocational education programs rather than those who teach. A new look at state-level policies for vocational education personnel is needed.

Vocational teachers supply learning experiences in the applied, theoretical, and socio-cultural domains and serve as models by virtue of their competence and behavior. Vocational education supervisors and administrators must know and use occupational subject area content, management methods and techniques, and interpersonal relations. Vocational teacher educators must use up-dated teaching techniques and serve as models for vocational teachers.

These statements are related to statewide personnel policies and are limited to personnel identified as instructors, coordinators, supervisors, directors, teacher educators, or other similar titles for personnel in vocational education. This section does not include statements related to students. States may wish to add policies for students to complete their policy statements.

- ALL INSTRUCTIONAL, SUPERVISORY, ADMINISTRATIVE, AND TEACHER EDUCATION PERSONNEL IN VOCATIONAL EDUCATION AT THE STATE AND LOCAL LEVELS SHALL MEET MINIMUM PROFESSIONAL STANDARDS WHICH ARE SET AND PERIODICALLY REVIEWED AND UPDATED BY AN APPROPRIATE STATE AGENCY.
- ALL VOCATIONAL EDUCATION PERSONNEL (INSTRUCTIONAL, SUPERVISORY, ADMINISTRATIVE AND TEACHER TRAINING) SHALL:
 - (A) BE COMPETENT VOCATIONAL TEACHERS;
 - (B) BE OCCUPATIONALLY PROFICIENT IN THEIR FIELD OF INSTRUCTION OR SUPERVISION; AND
 - (C) POSSESS ACTUAL WORK EXPERIENCE BEYOND THE LEARNING PERIOD IN THEIR FIELD OF INSTRUCTION OR SUPERVISION.

- THE STATE SHALL SUPPORT DEVELOPMENT AND IMPLEMENTATION OF PRE-SERVICE AND INSERVICE EDUCATION IN THE PRINCIPLES AND PRACTICES OF VOCATIONAL EDUCATION FOR PERSONS WITH ADMINISTRATIVE RESPONSIBILITIES IN GENERAL EDUCATION.
- THE STATE SHALL MAINTAIN ADEQUATE PROGRAMS OF PRESERVICE AND INSERVICE EDUCATION FOR VOCATIONAL EDUCATION INSTRUCTIONAL, SUPERVISORY, ADMINISTRATIVE, TEACHER TRAINING, AND SUPPORT PERSONNEL.
- THE DEVELOPMENT OF INSTRUCTIONAL COMPETENCIES AND THE MAINTENANCE AND IMPROVEMENT OF OCCUPATIONAL SKILLS SHALL BE THE SHARED RESPONSIBILITY OF THE INDIVIDUAL, THE LOCAL EDUCATIONAL AGENCY, THE STATE AND THE TEACHER TRAINING INSTITUTIONS.
- APPROPRIATE CONSIDERATION IN THE FORM OF SALARY AND FRINGE BENEFITS SHALL BE GIVEN TO VOCATIONAL EDUCATION PERSONNEL BASED ON THEIR DEMONSTRATED OCCUPATIONAL COMPETENCE AS WELL AS PROFESSIONAL PREPARATION AND YEARS OF SERVICE.
- PERIODIC EVALUATION OF VOCATIONAL EDUCATION PERSONNEL SHALL BE CONDUCTED BY THE EMPLOYING STATE OR LOCAL AGENCY OR INSTITUTION.
- RECRUITMENT, SELECTION, EMPLOYMENT AND ADVANCEMENT OF VOCATIONAL EDUCATION PERSONNEL SHALL BE CONSISTENT WITH CURRENT AFFIRMATIVE ACTION POLICIES.
- THE STATE SHALL REQUIRE ALL VOCATIONAL EDUCATION PERSONNEL, INCLUDING TEACHERS, SUPERVISORS, ADMINISTRATORS, AND TEACHER EDUCATORS, TO HAVE INDIVIDUALIZED PLANS OF PERSONAL PROFESSIONAL DEVELOPMENT THAT WILL BE REVISED AS NEEDED.
- THE STATE SHALL PROVIDE ADEQUATE PROGRAM AND SUPPORT SERVICES FOR ORIENTING NEW PERSONNEL AT ALL LEVELS OF THE VOCATIONAL EDUCATION SYSTEM.

FISCAL POLICIES

The fiscal policies for vocational education at the state level proposed in this section involve much more than the development of statements concerning the expenditure of federal funds, although state policy must include items dealing with that issue. State policies regarding the financing of vocational education must relate to the total expenditures of funds for vocational education so that such funds are managed and spent wisely. It is in this sense that financial policy must be generated at the state level for the financing of vocational education in total.

The national program of vocational education was created as a general partnership between the federal government and the states. Federal funding of vocational education became necessary because the states could not financially support the program in its entirety. In 1917, the federal portion of the funds spent for vocational education was quite significant in relationship to the total amount. The original law for vocational education specified that the partnership be of the nature that each federal dollar be matched by state or local dollars, or both. The original concept still applies in vocational education, but in the years since 1917 the program has grown in size and expanded in offerings so that nearly 14 million students are now enrolled. The ratio between federal, state and local funding has changed significantly. The total cost of vocational education in the nation, combining federal, state, and local funds, amounts to \$3.5 billion to \$4.0 billion. Only about \$600 million of this total national expenditure for vocational education is federal funds.

It was never intended that federal funding of vocational education should pay the total costs of vocational education. Although at the beginning of the vocational education movement the amount of federal funding approximated 50 percent of the total expenditures, that percentage has decreased considerably in the years that followed to approximately 15 percent. The total funding of vocational education is deemed now, as it always has been, a combination of funds from the federal government, the state governments, and the local governments.

The bulk of the funding for vocational education must of necessity come from the state and local governments. Just what part is borne by state funds and by federal funds varies among the states. Some states contribute significant amounts toward vocational education over and beyond the funding that is provided for all persons in school, while some states do not provide an adequate funding arrangement at the state level to conduct the vocational education program.

The statements in this section serve as guidelines for the states in examining their funding policy for vocational education and in generating appropriate state policy.

- ALL LEVELS OF GOVERNMENT (NATIONAL, STATE AND LOCAL) SHALL CO-OPERATE IN FINANCING VOCATIONAL EDUCATION.
- FEDERAL VOCATIONAL EDUCATION FUNDS SHALL BE USED TO SUPPLEMENT STATE AND LOCAL FUNDS IN SUCH AREAS AS: (1) PERSONNEL DEVELOPMENT, INCLUDING TEACHER TRAINING AND LEADERSHIP DEVELOPMENT; (2) PROGRAM START-UP COSTS; (3) SPECIAL TRAINING NEEDS; (4) EQUIPMENT ACQUISITION AND REPLACEMENT; (5) CONSTRUCTION; (6) RESEARCH; AND (7) CURRICULUM MATERIALS DEVELOPMENT.
- STATE AND LOCAL FUNDS SHALL BE PROVIDED FOR BASIC VOCATIONAL EDUCATION COSTS AND FOR THE MAINTENANCE OF VOCATIONAL EDUCATION PROGRAMS.
- FUNDING OF VOCATIONAL EDUCATION PROGRAMS SHALL BE BASED ON A PLANNING SYSTEM WHICH IDENTIFIES AND THEN ELIMINATES OR AVOIDS UNNECESSARY PROGRAM DUPLICATION.
- THE ALLOCATION OF VOCATIONAL EDUCATION FUNDS TO LOCAL EDUCATIONAL AGENCIES SHALL CONSIDER SUCH FACTORS AS: IDENTIFIED NEEDS OF VOCATIONAL EDUCATION FOR THE POPULATION WITHIN THE LOCAL EDUCATIONAL AGENCY DISTRICT, SPECIFIC LOCAL PLANS TO MEET THE IDENTIFIED NEEDS, THE COMPATABILITY OF SUCH PLANS WITH LONG-RANGE OBJECTIVES, CURRENT AND PROJECTED LABOR MARKET NEEDS, AND JOB OPPORTUNITIES AT THE NATIONAL, STATE, AND LOCAL LEVELS.
- THE STATE, WHEN ESTABLISHING RATES OF REIMBURSEMENT FOR THE RESIDUAL OR EXCESS COSTS OF VOCATIONAL EDUCATION, SHALL CONSIDER SUCH FACTORS AS THE SOCIOECONOMIC LEVEL OF THE POPULATION TO BE SERVED AND THE TAX BASE OF LOCAL EDUCATIONAL AGENCIES.
- THE CONTINUED DISBURSEMENT OF STATE AND FEDERAL VOCATIONAL FUNDS TO LOCAL EDUCATIONAL AGENCIES SHALL BE BASED ON THE ABILITY OF THE VOCATIONAL PROGRAMS TO ACHIEVE SPECIFIED, MEASURABLE OBJECTIVES.
- THERE SHALL BE A SINGLE PLAN FOR VOCATIONAL EDUCATION IN THE STATE AND ONE AGENCY FOR RECEIPT AND DISBURSEMENT OF FEDERAL FUNDS, ALTHOUGH MORE THAN ONE ADMINISTRATIVE AGENCY MAY HAVE RESPONSIBILITY FOR ADMINISTERING PARTS OF THE PLAN.

- THE STATE SHALL ALLOCATE FUNDS FOR CONDUCTING VOCATIONAL EDUCATION RESEARCH, DEVELOPMENTAL PROJECTS, DEMONSTRATION PROGRAMS, AND EXEMPLARY PROJECTS.
- ACCOUNTING SYSTEMS SHALL BE DEVELOPED AND USED THAT ARE DESIGNED TO CLEARLY IDENTIFY RECEIPTS, DISBURSEMENTS, AND BALANCES OF THE SEVERAL FUNDS USED TO FINANCE VOCATIONAL EDUCATION.
- THE STATE SHALL ADVISE AND INFORM ALL LOCAL EDUCATIONAL AGENCIES AND INSTITUTIONS OF THE RESOURCES AND SERVICES AVAILABLE FOR PROGRAMMING, PLANNING AND BUDGETING OF VOCATIONAL EDUCATION ACTIVITIES.
- THE STATE SHALL ESTABLISH STANDARDS AND CRITERIA FOR THE DISBURSEMENT OF STATE AND FEDERAL MONIES TO MAINTAIN AND EXPAND VOCATIONAL EDUCATION.
- SCHOOL DISTRICTS WHICH ARE FINANCIALLY UNABLE TO PROVIDE FACILITIES AND EQUIPMENT, OR WHICH HAVE FEWER THAN THE REQUIRED NUMBER OF STUDENTS TO MAINTAIN A VOCATIONAL EDUCATION PROGRAM, SHALL ENTER INTO CONTRACTS OR AGREEMENTS WITH APPROVED EDUCATIONAL INSTITUTIONS FOR THE INSTRUCTION NEEDED.

EVALUATION POLICIES

It has been repeatedly recommended by curriculum and vocational education practitioners that an evaluation process be an integral part of the vocational education system in order to assure quality control. Evaluation, as an integral part of the instructional system, involves the students, instructors, administrators, advisory groups, and employers, and usually incorporates student follow-up studies. Evaluation reports typically provide statistical and verbal data that are used in the decision-making process.

Evaluation of students in terms of stated performance objectives must be an inherent part of the vocational program if the instructor is to know whether the students are ready for employment or advanced training at the end of the course or program. The results of student evaluations may serve as the basis for upgrading the quality of instruction, or for modifying the original course or program objectives.

Evaluation of vocational education personnel in terms of their qualifications and competencies is also needed in order to maintain a quality delivery system. Personnel evaluation may consist of self-evaluation, peer evaluation, or evaluation by persons external to the system.

The maintenance of a quality control system for vocational education requires evaluation of the goals, processes, and products of the vocational instruction. Quality assurance implies an interrelationship of the curriculum itself, the instruction and administration of the program, and the evaluation of the goals, processes, and products of the vocational education system. Curriculum, instruction, and evaluation are inseparable elements of the vocational education system. The statements related to evaluation of vocational education address the necessity of maintaining that interrelationship.

- EVALUATION SHALL BE AN INTEGRAL PART OF THE STATE'S VOCATIONAL EDUCATION SYSTEM, AND THE APPROPRIATE STATE AGENCY, THROUGH THE STATE PLAN FOR VOCATIONAL EDUCATION, SHALL MAKE PROVISIONS FOR PERIODIC AND CONTINUOUS EVALUATION PROCEDURES AT BOTH STATE AND LOCAL PROGRAM LEVELS.
- THE GOALS AND OBJECTIVES GENERATED BY THE PLANNING PROCESS SHALL BE REVIEWED AND EVALUATED BY GROUPS BOTH EXTERNAL AND INTERNAL TO THE FORMAL EDUCATION PROCESS.
- THE VOCATIONAL EDUCATION EVALUATION PROCESS SHALL INVOLVE, BUT NOT BE LIMITED TO, ADMINISTRATORS, TEACHERS, STUDENTS, COUNSELORS, AND OTHER SUPPORT STAFF.

- THE VOCATIONAL EDUCATION EVALUATION PROCESS SHALL INVOLVE PERSONS EXTERNAL TO THE FORMAL EDUCATIONAL PROCESS INCLUDING, BUT NOT LIMITED TO, REPRESENTATIVES OF COMMUNITY AND GOVERNMENTAL AGENCIES, BUSINESS, INDUSTRY, LABOR AND MANAGEMENT.
- THE STATE, IN COOPERATION WITH THE STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION AND OTHER GROUPS, SHALL EVALUATE THE STATEWIDE ANNUAL AND LONG-RANGE VOCATIONAL PROGRAM OBJECTIVES.
- EVALUATION ACTIVITIES SHALL BE ESTABLISHED AND CONDUCTED AT PREDETERMINED INTERVALS IN THE PLANNING, DEVELOPMENT, AND OPERATION PHASES OF THE VARIOUS STATE AND LOCAL VOCATIONAL PROGRAMS.
- THE ASSESSMENT OF NEEDS AND THE ESTABLISHMENT OF QUANTIFIABLE GOALS AND OBJECTIVES DESCRIBING DESIRED OUTCOMES SHALL BE USED AS A BASIS FOR STATE VOCATIONAL EDUCATION PLANNING.
- EVALUATION OF STATE INSERVICE EDUCATION PROGRAMS SHALL BE PROVIDED FOR AND CONDUCTED BY THE APPROPRIATE STATE AGENCY, AND THE REPORTS OF SUCH EVALUATION STUDIES SHALL SERVE AS A BASIS FOR THE PLANNING AND REVISION OF SUCH PROGRAMS.
- THE VOCATIONAL EDUCATION PLANNING PROCESS SHALL BE DOCUMENTED IN SUCH A FORMAT THAT THE TECHNIQUES AND THE CONTENT OF THE PLANNING PROCESS MAY BE EVALUATED AND USED IN FUTURE PLANNING.
- THE STATE AND LOCAL PLANS FOR VOCATIONAL EDUCATION SHALL BE PERIODICALLY REVIEWED BY STATE ADVISORY COUNCILS AND OTHER GROUPS AT THE STATE AND LOCAL LEVELS.
- EVALUATION SYSTEMS OF STATE AND LOCAL AGENCIES SHALL BE COORDINATED TO ELIMINATE UNNECESSARY DUPLICATION OF EFFORT.
- VOCATIONAL EDUCATION PROGRAMS SHALL BE EVALUATED ON THE BASIS OF SUCH CRITERIA AS THE DEGREE TO WHICH STATED OBJECTIVES ARE MET, THE PROCESSES THAT ARE USED TO MEET THE OBJECTIVES, THE COSTS OF THE PROGRAMS, AND THE DEGREE OF COMMUNITY ACCEPTANCE OF THE PROGRAMS.

- THE DATA THAT ARE USED FOR VOCATIONAL EDUCATION PLANNING PURPOSES SHALL BE PERIODICALLY REVIEWED, REVISED, AND UPDATED BY GROUPS THAT INCLUDE REPRESENTATIVES FROM EDUCATION, GOVERNMENT, LABOR, MANAGEMENT, AND THE GENERAL PUBLIC.
- THE SYSTEM OF EVALUATION SHALL PROVIDE FOR FOLLOW-UP INFORMATION ON INDIVIDUALS LEAVING OR GRADUATING FROM VOCATIONAL EDUCATION PROGRAMS.
- ALL STATE AND LOCAL AGENCIES SHALL AGREE UPON AND UTILIZE COMMON ITEMS OF EVALUATION INFORMATION USEFUL TO DECISION-MAKERS.
- ALL VOCATIONAL EDUCATION EVALUATION REPORTS SHALL BE MADE AVAILABLE TO APPROPRIATE GROUPS AND AGENCIES.
- EVALUATION REPORTS SHALL BE WRITTEN USING TERMINOLOGY AND LANGUAGE THAT IS UNDERSTANDABLE BY THE GENERAL PUBLIC.

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